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ABSTRACT

As a result of the emphasis on accountability in education, the faculty of Colonel E. Brooke Lee Junior High School wrote basic and advanced instructional objectives for each course in the curriculum. This publication lists these performance objectives for each subject at grade 9. The purpose of such a system is to give parents and students an understanding of the procedures and methods used at this school in implementing the Montgomery County Board of Education policy regarding evaluating and reporting student progress. The form used to report student progress to parents is included in the appendix. (RC)

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COLONEL E. BROOKE LEE JUNIOR HIGH SCHOOL

Montgomery County Public Schools, Maryland

EVALUATING AND REPORTING STUDENT PROGRESS

Grade Nine

Working Copy
Prepared by Lee Junior High School and
Field Services Division of the
Department of Pupil & Program Appraisal
August 1973

TM 003 879

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INTRODUCTION

The purpose of the information included in this brochure is to give parents and students an understanding of the procedures and methods used at this school in implementing the Montgomery County Board of Education policy regarding Evaluating and Reporting Student Progress.

During the 1971-72 school year, the faculty of Colonel E. Brooke Lee Junior High School -- as a result of the emphasis on accountability in education -- began to work on the creation of instructional objectives for each course, working within the MCPS curriculum framework. As a result of faculty, administration, and the Department of Pupil and Program Appraisal field services division involvement in this activity, lists of objectives for the various offerings were developed. In addition, some assessment measures and several systematic record-keeping techniques were set up.

The following year (1972-73) the project moved toward refining the objectives, designating those objectives which were considered basic and those which were considered advanced, setting up assessment measures for all the objectives, and keying these measures to the appropriate objectives. The record-keeping systems were refined and augmented, enabling each student to get feedback on his attainment of objectives. The foundation established through setting up the objectives, assessment measures, and student progress profiles provided the basis for reporting student progress to parents.

During the 1973-74 school year, Colonel E. Brooke Lee Junior High School has been given permission to use an alternate form in reporting student progress to parents. This form is based on the following educational philosophy:

1. There are certain skills and concepts which are basic to a content area or learning segment.

2. Each child should have an opportunity for enrichment activities.

3. The student should know what is expected of him.

4. The student should be informed of his progress as he moves toward attainment of objectives.

5. The parent should be informed as to whether or not the student is both attaining the basic objectives and gaining enrichment.

This brochure contains the basic and advanced objectives which have been developed at this point in time. Since each year's students vary as to their needs and interests, it is possible that a few additions, deletions, or modifications of these lists may be required during the next school year.

Some parents have expressed an interest in converting the information which will appear on the report form to a traditional letter grade; therefore, a conversion factor is included for this purpose.

CONVERSION FACTOR BASED ON STUDENT ATTAINMENT ON ASSESSMENT MEASURES ASSIGNED TO THE STUDENT

A - All basic objectives; plus more than half of the advanced objectives.

B - All basic objectives except one; plus up to half of the advanced objectives.

C - All basic objectives except one or two.

D - Attainment of fewer number of basic objectives than defined for a "C" grade.

E - Attainment of none of the objectives assigned to the student.

Thomas W. Lewis
Principal

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE ENGLISH

UNIT I SHORT STORY

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OBJECTIVES

The student should be able to:

BASIC

1. Spell and define words on vocabulary lists
2. Define the tool concepts of the short story (Narrative)
3. Identify these tool concepts in stories studied
4. Identify the authors and their central point of emphasis for each story read.
5. Write a composition which describes a scene and uses spatial order
6. Write a composition which explains a process and uses time order and transition.

ADVANCED

1. Achieve advanced standing on vocabulary test totals
2. Achieve advanced standing on test on short story
3. Achieve advanced standing on Composition I
4. Achieve advanced standing on Composition II

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE ENGLISH

UNIT 2 BIOGRAPHY

OBJECTIVES

The student should be able to:

BASIC

1. Spell and define words on vocabulary lists.
2. State the author's purpose for writing a biography.
3. Define the terms novel, biography, autobiography.
4. Identify main and secondary characters, places, events, motives, and character reactions in the biography read.
5. Identify and give examples of techniques used by a biographer.
6. Read an additional biography/autobiography and write a report.
7. Write a composition which uses description with an expository extent.

ADVANCED

1. Write a paper comparing courage in the biography read in class with courage in another biography.
2. Keep a log of events in the biography in chronological order.
3. Answer question sheet in essay form.
4. Achieve advanced standing on Composition I
5. Achieve advanced standing on vocabulary test totals.

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NINTH GRADE ENGLISH

UNIT 3 ADULT NOVEL

OBJECTIVES

The student should be able to:

BASIC

1. Spell and define vocabulary terms.
2. Identify characters, places, and events in the plot for the novel read.
3. Identify the novel's central meanings and underlying themes.
4. Complete worksheets on the story and themes.
5. Describe the character traits of the major characters.
6. Identify and relate external influences on the author's attitude.
7. Write a composition which describes a place using vivid verbs to reveal sensory observations.
8. Write a composition which supports a general observation with details.

ADVANCED

1. Write a paper comparing the main character's life and expectation to experiences you might or have had yourself.
2. Write a creative modern version of the classic read.
3. Compare, in essay form, another of the author's works with the novel read.
4. Construct an original art work based on the novel, 19th Century England, the United States during the 1920's, etc.
5. Achieve advanced standing on comprehensive tests.
6. Achieve advanced standing on vocabulary test totals.
7. Achieve advanced standing on Composition I.
8. Achieve advanced standing on Composition II.

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Montgomery County Public Schools, Maryland

NINTH GRADE ENGLISH

UNIT 4 GRAMMAR

OBJECTIVES

The student should be able to:

BASIC

1. Define, identify, and use nouns.
2. Define, identify, and use verbs.
3. Define, identify, and use pronouns.
4. Define, identify, and use prepositions and prep. phrases.
5. Define, identify, and use adjectives.
6. Define, identify, and use adverbs.
7. Define, identify, and use interjections.
8. Define, identify, and use conjunctions.

9. Identify and explain the functions of the above used as Subject, Direct Object, Indirect Objective, Complement Noun, Complement-Adjective, Determiners, or Modifiers.

10. Define and identify declarative, interrogative, and imperative sentences.

11. Identify the five sentence patterns in teacher given sentences:
    N - V
    N - V - N
    N - LV - N
    N - LV - Adj.
    N - V - N - N

12. Define, identify, and use independent and dependent clauses.

13. Define, identify, and use simple, compound and complex sentences.

14. Read a selection from the book report list and write a report.

15. Write a specified composition.

ADVANCED

1. Achieve advanced standing on tests on grammar.
2. Achieve advanced standing on Composition I.

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NINTH GRADE ENGLISH

UNIT 5 BALLAD/EPIC

OBJECTIVES

The student should be able to:

BASIC

1. Define the ballad, list the characteristics, and apply the characteristics to a ballad.
2. Identify types of ballads, characters, places, and events in ballads, and apply the ballad characteristics and hero characteristics to ballads studied.
3. Define all terminology related to the study of the epic.
4. Identify the characteristics of the epic hero and explain the social values and ideals of the ancient Greeks and Greek culture.
5. Identify and/or give examples of the epic conventions including stylistic devices.
6. Identify characters, places, and events in the plot of an epic.
7. Write the specified composition.

ADVANCED

1. Achieve advanced standing on tests on the ballad.
2. Achieve advanced standing on tests on the epic.
3. Achieve advanced standing on quiz totals.
4. Achieve advanced standing on Composition I.
5. Answer question sheet related to reading in the Rouse translation.
6. Write a character sketch on any of the following, assessing character in terms of virtues extolled in the epic:
   Telemachus, Penelope, Eumaeus, Eurycleia. Support your judg ments with evidence from the epic.
7. Show how the "marvelous" conflicts of the first half of the epic foreshadow and, in a way, are symbolic of the more "earth-bound" and realistic events of the second section of the epic.
8. Map the travels of Odysseus and place fifteen of the following on that map:

Argos	Erebes	Lacaedemon	Pylos	Tanados
Athens	Hades	Oceanus	Scheira	Thrinacia
Crete	Ithaca	Ogygia	Sparta	Troy
Elysian Isles		Olympus	Styx	

   Explain the significance of each place to the story.
9. Research and write a report on archeological discoveries in recent times of the ruins of Troy or Greek civilization.
10. Read and analyze Tennyson's poen "Ulysses" and Ellen Lane's poen "The Crewmen of Ulysses".

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NINTH GRADE ENGLISH

UNIT 6 LYRIC POETRY

OBJECTIVES

The student should be able to:

BASIC

1. Define poetry terminology and devices.
2. Identify and state examples of poetic terminology and devices.
3. Write original metaphors, similes, and personifications.
4. Write original examples of free verse and rhymed verse.
5. Complete all worksheets.
6. Demonstrate poetry scansion.
7. Write a composition which uses metaphorical language.

ADVANCED

1. Achieve advanced standing on tests.
2. Achieve advanced standing on Composition I.
3. Make a booklet of original poems.
4. Do a poetic analysis of a poen selected by the teacher.
5. Write a poem in the sonnet form.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE ENGLISH

UNIT 7 MULTI-GENRE

OBJECTIVES

The student should be able to:

BASIC

1. Discuss types of conflict in a play read.
2. Write a multi-paragraph composition (which uses an introductory paragraph and transition) on the conflicts found in the play.
3. Write a multi-paragraph composition (which uses an introductory paragraph and transition) on the conflict found in an outside reading book.
4. Research and present a panel discussion on conflict in current affairs.
5. Discuss the conflicts found in each of several short stories and poems on conflict which are read.
6. Discuss short stories and poems by Afro-American authors which are read.
7. Read biographical excerpts and essays on Afro-Americans and Black history.
8. Discuss the play "Raisin in the Sun" after reading it.
9. Take notes on film strips and presentations.
10. Identify and relate the concepts and themes used by Afro-American writers.

ADVANCED

1. Write a short story showing conflict.
2. Prepare a booklet on current conflict articles.
3. Prepare a booklet of current articles on Black history or Afro-American writers or lore.
4. Write and present a one act play pertaining to the unit.
5. Achieve advanced standing on tests.
6. Achieve advanced standing on quiz totals.
7. Achieve advanced standing on Composition I.

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NINTH GRADE U. S. HISTORY & GOVERNMENT I

TOPIC ONE: THE COLONIAL PERIOD

Subtopic I Objectives

The student will be able to

*1. evaluate source materials.
*2. distinguish between primary and secondary sources.
*3. use library reference materials correctly.
*4. find information on a specified topic.
*5. identify frame of reference.
*6. distinguish between fact and opinion.
*7. take notes in outline form.
*8. take notes in summary form.
9. take notes while viewing a film.
10. share information orally with the class.
*11. organize and interpret information on a specified topic.
*12. explain the content of his researched topic.
*13. identify sources of information through use of a correct bibliography.
*14. participate in class or committee discussions.
15. demonstrate imaginative techniques in presenting oral and written reports.
16. write abstracts of primary source materials.
*17. cite specified content related to the various texts used.

*Basic Objectives

Subtopic II-IV Objectives

The student will be able to

BASIC

1. use vocabulary pertinent to the study of this unit of history:

1. century	11. frontier	21. representative
2. navigator	12. aristocracy	22. justice
3. continent	13. middle class	23. assembly
4. nationalism	14. tidewater	24. government
5. merchant	15. apprentice	25. mercantilism
6. climate	16. proprietary	26. indentured servant
7. colonize	17. charter	27. economy
8. research	18. petition	28. plantation
9. persecution	19. trial	29. rebellion
10. haven	20. jury	30. dissent

2. cite specific facts (events, persons, places, causes and consequences), such as:

   a. location of the colonies
   b. why people came to specific colonies
   c. the basic economy of the different sections, (New England, Middle, Southern, Frontier).

d. political structure (proprietary, charter, royal).
e. religious practices.
f. leaders and important personalities.
g. sequence of events; i.e., where there is a cause-effect relationship
h. how problems were dealt with.
i. social class structure within the colonies.

3. use sources of information other than basic texts or general encyclopedia.
4a. identify sources of information using correct form of bibliography.
4b. participate in class discussion or in committees.
5. explain/apply principals, generalizations and major concepts, such as:
   a. the three major reasons people came to the colonies.
   b. why colonies established different social and political systems.
   c. relationship between economic systems within the colonies and geographic conditions.

ADVANCED

1. make an oral presentation, such as:
   a. panel discussion
   b. debate
   c. skit
   d. oral report
2. write abstracts of primary source, readings, and support conclusions and generalizations based on such readings.
3. compile supplementary reports or volunteer to work on an activity such as:
   a. news reports
   b. community or political participation
   c. tutoring of other students
   d. acting as class librarian or secretary
   e. free choice of learning activity with teacher approval

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Montgomery County Public Schools, Maryland

NINTH GRADE U. S. HISTORY & GOVERNMENT I

TOPIC TWO: THE REVOLUTIONARY ERA

Objectives

The student will be able to

*1. point out the ways in which many individuals representing diverse views of society contributed to the winning of the American independence.
*2. correctly interpret information taken from maps, charts, graphs and construct maps from various sources.
*3. explain why a revolutionary minority was successful in causing the colonies to revolt against British rule.
*4. summarize the economic, political and social effects of the War in the United States.
5. interpret a primary source reading, identifying viewpoint of the author.
*6. cite concepts found in the Declaration of Independence and explain its significance as a model for all people seeking equality of opportunity and political freedom.
*7. illustrate Revolutionary events (through construction of original political cartoons, drawings, models).
8. reconstruct or summarize any aspect of the Revolution (through dramatizing debating, or presenting a panel discussion on the selected aspect).
9. evaluate and draw conclusions concerning a book of fiction or non-fiction on the Revolution.
10. interpret an American Heritage article about the Revolution.
*11. formulate conclusions regarding similarities and differences between the American Revolution period and the present (in an essay or panel discussion).

*Basic Objectives

ADVANCED

The student will write a report, prepare a debate, or lead a class discussion on any of the following topics:

1. "The presidents have exceeded their constitutional powers."
2. "The Supreme Court has usurped the power of the Congress in its decisions." (for example to desegregate the schools by bussing students)
3. "The federal courts have exceeded their constitutional powers in granting individuals protection under the law at the expense of the population as a whole."
4. Argue for or against the idea that "the states have lost most of their power to the national government."

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Montgomery County Public Schools, Maryland

NINTH GRADE U. S. HISTORY & GOVERNMENT I

TOPIC THREE: BUILDING THE PATTERN FOR AMERICAN GOVERNMENT

Objectives

The student will be able to

BASIC

1. cite the powers and functions of Congress under the Articles of Confederation.
2. identify the weaknesses of the central government under the Articles.
3. point out the reasons for the post-Revolutionary problems.
4. explain all aspects of the significance of the Land Ordinance of 1785 and the Northwest Ordinance of 1787.
5. analyze the "Critical Period in American History" and draw conclusions concerning it.
6. point out the reason(s) for the calling of the Constitutional Convention.
7. identify various interest groups represented at the Constitutional Convention (i.e., large states, small states; North, South; slave, free; industrial, agricultural, commercial; class interest).
8. define the word compromise and state why compromises were necessary to achieve the ratification of the U. S. Constitution.
9. discriminate between federal and state functions and powers.
10. discriminate among the three major branches of government as to their respective powers, and identify the checks and balances which they exert among and between each other.
11. identify the organization, functions, and powers of the legislative branch of the national government.
12. identify the organization, functions, and powers of the executive branch of the national government.
13. identify the organization, functions, and powers of the judicial branch of the national government.
14. distinguish among those powers retained by the federal government (delegate those which reside in the states (residual), those powers which are denied to both federal and state governments, and those powers which are shared by both federal and state governments (concurrent).
15. diagram the amendment procedure.
16. identify the changes in the Constitution affected by specific amendments.
17. identify or explain controversy over ratification of the Constitution and the issues and interest groups involved in this dispute (in a written test).
18. through a project booklet, relate the concepts and contents of the Constitution to today's events.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE U. S. HISTORY & GOVERNMENT I

TOPIC FOUR: THE NEW REPUBLIC

Objectives

The student will be able to

BASIC

1. cite problems facing President Washington in his first administration.
2. explain how Washington resolved (or tried to resolve) these problems.
3. describe the role of precedent in the executive branch of the federal government and its impact on future presidents.
4. summarize the specifics of Hamilton's financial program:
    a. origins of debts (individual, state, nation, and foreign)
    b. Hamilton's proposals for funding
    c. established national bank
    d. excise tax and protective tariff
5. interpret the nation's response to Hamilton's program as to the
    a. constitutional question of the bank.
    b. Whiskey Rebellion.
6. analyze Washington's foreign policy.
    a. Washington's Declaration of Neutrality (analyze part of Washington's speech)
    b. analyze role of Nixon compared to role of Washington
7. explain the Foreign Policy under the Washington and Adams administrations related to
    a. Pinkney Treaty.
    b. Jay Treaty.
    c. undeclared naval war with France.
    d. XYZ Affair.
    e. Treaty of Greenville.
    f. Genét Affair.
8. point out how political parties originated.
9. explain policies of Federalists and anti-Federalists concerning
    a. interpreting the Constitution.
    b. states' rights.
    c. democratic rule.
    d. a tariff.
    e. foreign alliances
    f. national debt
    g. a national bank
    h. commercial industry vs. agriculture
10. evaluate the Alien and Sedition Acts and the Virginia and Kentucky Resolution as to
    a. Constitutional implications.
    b. effect on the election of 1800.
11. cite the provisions of the 12th amendment and explain the background of its inclusion in the Constitution.
12. trace the route and cite the significance of the Lewis and Clark expedition.
13. summarize the significance of the Louisana Purchase.

14. explain how John Marshall's decisions in the following cases established the precedent for judicial review:
    a. Marbury vs. Madison
    b. McCullach vs. Maryland
15. identify the people prominent in the terms of the first four administrations under our present U. S. Constitution.
16. explain the economic and political causes of events during the War of 1812.
17. summarize the results of the War of 1812.

ADVANCED

1. interpret a primary source reading, identifying viewpoint of the author.
2. evaluate and draw conclusions concerning a book of fiction or non-fiction on this period of American history.
3. reconstruct or summarize any aspect of this period of history (through dramatizing, debating, or presenting a panel discussion on the selected aspect).

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE U. S. HISTORY & GOVERNMENT I

TOPIC FIVE: THE NATION AND ITS SECTIONS

Subtopic I

Through a variety of methods (i.e., maps, charts, skits, graphs, book reports, biographies, source readings), the student will be able to evaluate at least one phase of each group below:

1. Cultural development (1815-1860)
   (art, music literature, or architecture)
2. Scientific and Technological development (1815-1860)
   (transportation, science, communication, industry)
3. Reform Movements (1815-1860)
   (women's suffrage, slavery, religion, temperance, prison reform, education, asylums, communes -- utopian societies)

Subtopic II

The student should be able to
1a. identify the significant elements in the Monroe Doctrine.
1b. explain its significance as the foundation of American Foreign Policy for over 100 years.
2. describe the character of the society which developed on the frontier regions which made possible the election of Jackson in 1828.
3. identify examples of the growth of Democracy during the Jacksonian Period.
4. explain the major political and social aspects of the elections of
   a. 1836.
   b. 1840.
   c. 1844.
5. identify major developments in federal-state relations.
6. evaluate the effect of the tariff on economic-sectional issues.
7. cite reasons why industrial development caused economic and sectional issues.
8. evaluate Clay's plan for balancing economic interests of the nation in relation to
   a. industrial development.
   b. nationalism.

Subtopic III

1. Through a variety of methods (i.e., maps, charts, etc.) the student will illustrate social changes in American society resulting from westward migration involving
   a. trails
   b. gold rush
   c. Indian removal
   d. cowboys, open range
   e. wagon trains
   f. music, folklore, art forms

Subtopic IV

The student will be able to relate the concept of "Manifest Destiny" to
1. Texas War for independence and annexation of Texas.
2. Acquisition and settlement of Oregon.
3. The Mexican War, Mexican Cession, and Gadsten Purchase.

ADVANCED

The student will be able to

1. write an essay or make an oral presentation on the topic "Manifest Destiny Was Disguised American Imperialism."
2. organize a research paper or oral presentation on the "History of American Indians, 1815 to 1860."
3. organize a research paper or oral presentation on the "Conditions of American Blacks," or "Contributions of American Blacks, 1815 to 1860."
4. organize a research paper or oral presentation on the Latin American rebellions against Spanish colonial rule during this period.
5. analyze the development of American Political Parties, 1815 through 1860.
6. organize a written or oral presentation on the political and social impact of immigration during this period.
7. demonstrate, through visual media, the industrial development of the U.S., 1815-1860.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE U. S. HISTORY & GOVERNMENT I

TOPIC SIX: THE CIVIL WAR AND RECONSTRUCTION

Objectives

The student will be able to

*1. explain major events leading to the Civil War, such as:
   a. Bleeding Kansas
   b. Kansas-Nebraska Act
   c. Dred Scott
   d. Compromises
   e. John Brown's Raid
*2. identify the economic, political and social causes of the Civil War, related to
   a. Agricultural South vs. Industrial North
   b. slave vs. free
   c. tariff issue
   d. States Rights Issue
3. identify political and military leaders of the period.
*4. identify individuals who represented different views of the issues involved in the Civil War.
5. illustrate events of the Civil War (through various means, skits, panels, debates, political cartoons, charts, graphs, maps, etc.).
*6. evaluate the results of the Civil War as to
   a. social aspects.
   b. economic aspects.
   c. political aspects.
7a. cite major concepts in Amendments 13, 14, and 15 to the U. S. Constitution.
7b. explain their significance in present day events.
8. explain the events of the Reconstruction Period as reflected in the following kinds of changes or categories:
   a. economic
   b. political
   c. social

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE ALGEBRA I

UNIT 1

The student should be able to:

*1. identify members of a set.
*2. list the members of a set described by a rule.
*3. write a rule describing a set whose members are given.
*4. state whether a one to one correspondence exists between two sets.
*5. identify finite sets and infinite sets.
*6. identify subsets of a given set.
*7. list all subsets of a given set of three or fewer elements.
*8. identify the symbols which represent the null set.
*9. state that the null set is a subset of every set and every set is a subset of itself.
*10. locate a point on a number line associated with a given coordinate.
*11. name the co-ordinate associated with a given point on a number line.
*12. graph a set of whole numbers on a number line.
13. graph a set of real numbers on a number line.
*14. decide by computation whether the right and left hand side of a number statement name the right number.
*15. place the proper inequality symbol, $<$ or $>$, between two number statements to make a true inequality.
*16. compute correctly the value of a number phrase by using the order of operations rules and symbols of inclusion.

* The asterisks designate basic objectives.

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NINTH GRADE ALGEBRA I

UNIT II

The student should be able to:

*1. define the following words: base, exponent, constant, co-efficient, variable, factors, replacement set or domain, equation, solution set, inequality, roots, term, product, quotient, sum, difference.

*2. translate words into algebraic symbols.

*3. evaluate the formulas by substituting the given numbers for the variables.

*4. distinguish between the meaning of the following exponential expressions: $(ab)^2$ and ab^2

*5. evaluate exponential expressions by substituting the given numbers for the variables.

*6. given the replacement set and an open sentence, the student should be able to determine the solution set.

*7. write algebraic expressions representing a given statement.

*8. write a number sentence representing each statement.

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NINTH GRADE ALGEBRA I

UNIT III

The student should be able to:

*1. state the following axioms and properties: additive identity, additive inverse, multident, multinverse, commutative, associative, distributive, closure, reflexive, symmetric, and transitive.
*2. identify the property illustrated by each problem.
*3. combine similar terms and simplify an expression.
*4. solve equations of the type that utilizes the addition transformation.
*5. solve equations utilizing the multiplication transformation.
*6. solve equations using both the addition and multiplication transformation.
*7. solve equations having a variable term on both sides.
8. solve equations of a more complex nature.
9. solve equations containing all variables in terms of one of the variables.

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NINTH GRADE ALGEBRA I

UNIT IV

The student should be able to:

*1. solve basic word problems.

2. solve word problems that concern consecutive integers.

3. solve word problems concerning angles.

4. solve word problems involving money.

5. solve word problems concerning distance, time, and rate.

6. solve word problems pertaining to mixtures.

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NINTH GRADE ALGEBRA I

UNIT V: POLYNOMIALS

The student should be able to:

*1. define the following: polynomial, monomial, binomial, trinomial, degree of a monomial, degree of a polynomial.

*2. add two polynomials.

*3. subtract two polynomials.

*4. simplify the product of powers.

*5. simplify the power of a product.

*6. multiply a polynomial by a monomial.

*7. multiply two binomials.

8. multiply two polynomials.

9. calculate the power of a polynomial.

*10. simplify the quotient of powers.

*11. divide a polynomial by a monomial.

*12. divide a polynomial by a polynomial.

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NINTH GRADE ALGEBRA I

UNIT VI: GRAPHING

The student should be able to:

*1. define the following: slope, abscissa, linear equation, y-intercept, function, relation, ordinate, domain, range, graph, quadrant, origin, x-axis, y-axis, cartesian co-ordinate system, co-ordinates.

*2. plot the graph of an ordered pair.

*3. name the co-ordinates of a given point.

*4. construct the graph of a linear equation.

*5. given the co-ordinates of two points on a line, the student should be able to calculate the slope of the line.

*6. rewrite a linear equation into slope, y-intercept form.

*7. given a linear equation, the student should be able to identify the slope and y-intercept.

*8. given the slope and y-intercept of a linear equation, the student should be able to construct the graph.

9. construct the graph of a given parabola.

10. construct the graph of an inequality.

11. given the slope and a point on the line, the student should be able to write the equation of the line.

12. given two points on a line, the student should be able to write the equation of the line.

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NINETH GRADE ALGEBRA I

UNIT VII: SIMULTANEOUS EQUATIONS

The student should be able to:

*1. solve simultaneous equations by the graphing method.

*2. solve simultaneous equations by the addition-subtraction method.

*3. solve simultaneous equations by the substitution method.

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NINTH GRADE ALGEBRA I

UNIT VIII

The student should be able to:

*1. factor the greatest monomial factors of a given polynomial.

*2. factor the difference of two perfect squares.

*3. factor a given trinomial.

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NINTH GRADE ALGEBRA I, PART I

UNIT I

Objectives

The student should be able to:

*1. identify members of a set.
*2. list the members of a set described by a rule.
*3. write a rule describing a set whose members are given.
*4. state whether a one to one correspondence exists between two sets.
*5. identify finite sets and infinite sets.
*6. identify subsets of a given set.
*7. list all subsets of a given set of three or fewer elements.
*8. identify the symbols which represent the null set.
*9. state that the null set is a subset of every set and every set is a subset of itself.
*10. locate a point on a number line associated with a given coordinate.
*11. name the coordinate associated with a given point on a number line.
*12. graph a set of whole numbers on a number line.
13. graph a set of real numbers on a number line.
*14. decide by computation whether the right and left hand side of a number statement name the right number.
*15. place the proper inequality symbol, $<$ or $>$, between two number statements to make a true inequality.
*16. compute correctly the value of a number phrase by using the order of operations rules and symbols of inclusion.

*The asterisks designate basic objectives.

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NINTH GRADE ALGEBRA I, PART I

UNIT II

Objectives

The student should be able to:

*1. define the following words: base, exponent, constant, co-efficient, variable, factors, replacement set or domain, equation, solution set, inequality, roots, term, product, quotient, sum, difference.
*2. translate words into algebraic symbols.
*3. evaluate the formulas by substituting the given numbers for the variables.
*4. distinguish between the meaning of the following exponential expressions: $(ab)^2$ and ab^2.
*5. evaluate exponential expressions by substituting the given numbers for the variables.
*6. given the replacement set and an open sentence, the student should be able to determine the solution set.
*7. write algebraic expressions representing a given statement.
*8. write a number sentence representing each statement.

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NINTH GRADE ALGEBRA I, PART I

UNIT III

Objectives

The student should be able to:

*1. state the following axioms and properties: additive identity , additive inverse, multident, multinverse, commutative, associative, distributive, closure, reflexive, symmetric, and transitive.
*2. identify the property illustrated by each problem.
*3. combine similar terms and simplify an expression.
*4. solve equations of the type that utilizes the addition transformation.
*5. solve equations utilizing the multiplication transformation.
*6. solve equations using both the addition and multiplication transformation.
*7. solve equations having a variable term on both sides.
8. solve equations of a more complex nature.
9. solve equations containing all variables in terms of one of the variables.

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NINTH GRADE ALGEBRA I, PART I

UNIT IV

Objectives

The student should be able to:

*1. solve basic word problems.
2. solve word problems that concern consecutive integers.
3. solve word problems concerning angles.
4. solve word problems involving money.
5. solve word problems concerning distance, time, and rate.
6. solve word problems pertaining to mixtures.

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NINTH GRADE GEOMETRY

UNIT I LOGIC

The student should be able to:

*1. distinguish between inductive and deductive reasoning.

*2. draw the appropriate Venn diagram to represent the relationships between given sets.

*3. state if an argument is valid or invalid and support the conclusion by a Venn diagram.

*4. Identify: (a) simple statements
(b) the negation of a given statement.

*5. Identify and name:
(a) a conjunction of two given statements
(b) a disjunction of two given statements
(c) an implication and its converse
(d) a biconditional when given specific statements.

*6. demonstrate the use of symbolic notation to indicate a negation, conjunction, disjunction, implication, and biconditional when given the particular statements and the letters used to indicate the simple statements.

7. construct in words:
(a) the negation of a given statement
(b) a conjunction when given two simple statements
(c) a disjunction when given two simple statements
(d) an implication and its converse when given two simple statements
(e) a biconditional when given two statements

8. construct in words the negation, conjunction, disjunction, implication, converse, and biconditional when given its symbolic form and the specific simple statements.

9. construct in words forms of the biconditional using the phrase "necessary and sufficient" and "if and only if"

*10. identify and name the inverse and contrapositive of a given implication.

*11. demonstrate the use of symbolic notation to indicate the converse, inverses and contrapositive of a given implication.

*12. construct in words the inverse and contrapositive when given the symbolic forms and the specific simple statements.

13. state the rules for determining the truth values of the negation, conjunction, disjunction, implication, and biconditional.

*14. construct the truth tables for the negation, conjunction, disjunction, implication, and biconditional.

*15. apply the rules for determining the truth values of negation, conjunction, disjunction, implication and biconditional when given the simple statements whose individual truth value can be determined.

*16. construct statements in symbolic form when given complex statements which are combinations of negations, conjunctions, disjunctions, implications and/or biconditionals.

*17. construct a truth table when given complex statements.

*18. apply the rules for determining the truth value of complex statements which consist of simple statements whose truth value can be determined.

19. state the rules for determining when complex statements are equivalent.

20. state the rule for establishing a tautology.

*21. demonstrate by use of truth tables that an implication and its contrapositive are equivalent statements, also that the converse of a given implication are equivalent statements.

*22. apply the rules for determining if a tautology exists when given an argument written in symbolic form in sentence form.

23. demonstrate appreciation of logic and its importance by successful completion of related project.

*The asterisks designate basic objectives.

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NINTH GRADE GEOMETRY

UNIT II - INTRODUCTION TO GEOMETRY AS A MATHEMATICAL SYSTEM

The student should be able to:

*1. identify and name the undefined terms of geometry.
2. describe the intuitive properties related to points, lines and planes.
3. distinguish between points which are co linear or coplanar.
4. apply the rule for determining the distance between 2 points on a number line.
5. distinguish and name sets of points which form parallel lines, intersecting lines, intersecting lines and planes, intersecting planes, etc.
*6. describe and apply the conditions necessary for betweenness.
*7. identify the sets of points which belong to a ray, angle, segment, half-line, and half-plane.
*8. identify the conditions necessary for:
a) a point to be the midpoint of a given line segment,
b) a set of points to be the bisector of a line segment.
*9. distinguish among the sets of points which belong to an angle, its exterior, or its interior.
*10. apply the angle measurement rule to determine the measure of a specific angle.
*11. identify the ray which lies between two other rays when given 3 coplanar rays with a common endpoint and given the real nos. which correspond to each ray.
*12. identify pairs of $\measuredangle$'s which are adjacent, vertical, complementary, and supplementary.
*13. identify congruent $\measuredangle$'s and segments.
*14. name the kind of $\measuredangle$ when given the measure of a specific angle.
*15. identify the bisector of an angle.
16. apply the definitions of types of angles to solve word problems.
*17. identify the condition necessary for intersecting lines to be perpendicular.
18. identify the sets of points which determine a triangle.
*19. identify the altitudes, medians, perpendicular bisectors of the sides, and angle bisectors of a triangle.
20. identify triangles which are acute, right, obtuse, or equiangular when given the measure of each of the angles of the triangle.
21. identify triangles which are scalene, isosceles, or equialateral when given the measure of each of the sides of the triangle.
22. distinguish among the sets of points which belong to a triangle, its exterior, or its interior.
23. distinguish among sets of points which belong to the polygon, its interior, and its exterior.
24. identify and name polygons that are triangles, quadrilaterals, pentagons, hexagons and octagons.
*25. name the number of diagonals in a given polygon.
*26. state the rule to find the sum of the measures of the interior angles of an n-gon.
*27. state the rule concerning the sum of the measures of the exterior $\measuredangle$'s of an n-gon.

28. calculate the measure of 1 exterior $\measuredangle$ of a regular polygon with n-sides.
29. calculate the # of sides of a regular polygon if the measure of 1 exterior $\measuredangle$ is given.
30. find the measure of an interior $\measuredangle$ of a regular polygon with n-sides.
31. calculate the # of sides in a regular polygon in which the measure of 1 interior $\measuredangle$ is given.
32. identify and describe characteristics of: trapezoid, isosceles trapezoid, median of a trapezoid, parallelogram, rhombus rectangle, and a square.
*33. identify the following terms, related to circles when given diagrams illustrating them: circle, center, radius, chord, diameter, tangent, secant,semi-circle arc, point of major arc, minor arc, intercepted arc, central angle, tangene inscribed angle, concentric circles.

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NINTH GRADE GEOMETRY

UNIT III - A METHOD OF PROOF

The student should be able to:

*1. name the 4 components necessary for the structure of a mathematical system.

*2. identify several basic assumptions postulates of geometry related to the existence and uniqueness of points, lines, planes, and spaces.)

*3. state as an implication a valid conclusion based on given information about points, lines, angles and triangles.

*4. apply postulates 1 - 7 and theorems 1 - 6 to solve problems.

*5. name the properties of real numbers, equality, or inequality which justify deductions made.

6. construct the proof of an implication by the 2-column direct method.

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NINTH GRADE GEOMETRY

UNIT IV: ANGLE RELATIONSHIPS AND PERPENDICULAR LINES

The student should be able to:

*1. apply theorems 1-19, postulates 1-9, and definitions in order to state conclusions about given geometric figures and/or geometric statements;
*2. apply theorems 1-19, postulates 1-9, and definitions in order to solve word problems;
*3. state the theorem which supports a given statement or conclusion about a geometric figure;
*4. identify true statements when given a geometric figure and/or geometric information;
*5. state a reason to support each statement in a proof;
*6. given a statement to be proven accompanied by a geometric figure, indicate the given and then to prove in terms of the figure;
7. given a statement, draw a figure to illustrate it, list the given conditions in terms of the figure, and list the conclusions to be proved; and
*8. given a geometric figure and given conditions, prove the conclusions given.

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NINTH GRADE GEOMETRY

UNIT V - PARALLELS AND PERPENDICULARS

The student should be able to:

*1. State the parallel postulate.
*2. Identify and/or name the conditions necessary for:
   a) two or more planes to be parallel.
   b) two or more planes to be perpendicular.

*3. Identify the following terms when given illustrations of them: transversals, interior angles, exterior angles, alternate interior angles, alternate exterior angles and corresponding angles.

*4. Apply the rules for parallel lines:

   a) Two lines are parallel if a pair of alternate interior angles are equal.
   b) Two lines are parallel if a pair of alternate exterior angles are equal.
   c) Two lines are parallel if interior angles on the same side of the transversal are supplementary.
   d) If 2 lines in a plane are parallel to a third line, then the lines are parallel to each other.

*5. Apply the following rules for lines:

   a) In a plane, if 2 lines are perpendicular to a 3rd line, then they are parallel to each other.
   b) In a plane, if a line is perpendicular to one of 2 parallel lines, then it is perpendicular to the other line.
   c) Through a point outside a line, exactly one perpendicular can be drawn to the line.
   d) If 2 parallel planes are cut by a 3rd plane, the lines of intersection are parallel.

*6. Apply the following rules for triangles:
   a) The measure of an exterior angle of a triangle is equal to the sum of the measures of its 2 remote interior angles.
   b) If 2 angles of one triangle are equal to 2 angles of another triangle, the 3rd angles are equal also.
   c) If a triangle is equiangular, then each angle of the triangle has a measure of 60.
   d) If a triangle has a non-acute angle, then it has exactly one non-acute angle.
   e) If a triangle is a right triangle, then its acute angles are complimentary.
   f) The sum of the measures of the angles of a triangle is 180.

7. Solve word problems, applying postulates 1 - 1', theorems 1 - 28, corollaries, and definitions.

*8. Construct the proof of the theorem: the sum of the measures of the angles of a triangle is 180.

9. Construct the proof of given statements.

*10. State two methods of indirect proof.

11. Use a method of indirect proof to construct the proof of a given statement.

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NINTH GRADE GEOMETRY

UNIT VI - CONGRUENCE

The student should be able to:

*1. identify corresponding parts of triangles and other polygons.
*2. name the conditions necessary for two or more polygons to be congruent.
*3. identify congruent triangles when given the measurement of the angles and segments.
*4. identify pairs of triangles which appear to be congruent when given situations involving overlapping triangles.
*5. identify the included side between two angles of a triangle or the included angle between two sides of a triangle, when given either the angles or sides.
*6. identify the side opposite a particular angle or the angle opposite a particular side when given either the particular angle or side.
*7. name and identify triangles which are congruent when given the congruent corresponding parts.
*8. name the corresponding parts of congruent triangles which have the same measure.
*9. state the postulates for proving triangles congruent (SSS,SAS).
10. construct the proofs for theorems (AAS, ASA, HA, HL, LA, LL) based on the rules for proving triangles congruent.
*11. name the theorems and/or postulates which would be used to prove congruence, when given pairs of triangles and corresponding congruent parts.
*12. construct proofs of congruence for given pairs of triangles using: ASA, AAS, SSS, SAS, HL, LL, HA, and LA.
13. construct proofs of congruence for given pairs of overlapping triangles using: SSS, SAS, ASA, AAS, HL, LL, HA and LA.
*14. apply the rules of congruence to prove that corresponding parts of congruent triangles are congruent.
15. construct the proof of the following implication and its converse: "If a triangle is isosceles, then the angles opposite the congruent sides are congruent."
16. apply the theorems about quadrilaterals to solve problems when given specific measures of angles, sides or diagonals of these quadrilaterals.
*17. construct proofs of problems related to congruency using either direct or indirect methods of proof.

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NINTH GRADE GEOMETRY

UNIT VII - SIMILARITY

The student should be able to:

*1. Construct ratios in simplest form.
*2. Name the equivalent forms to which a given proportion may be transformed.
*3. Identify and name the mean proportion and the geometric mean.
*4. Apply the fundamental properties of a proportion to determine an unknown term of a proportion when given the values of the other terms.
*5. Construct ratios which exist when given geometric information.
*6. Solve word problems using ratio and proportion.
*7. Name the conditions necessary for two or more polygons to be similar.
*8. Name corresponding angles and corresponding sides of similar triangles and other polygons.
*9. Name similar triangles when given the measures of the corresponding sides and angles.
*10. Apply the rules of ratio and proportion to determine the measures of the sides of given similar triangles.
*11. State the Angle Angle (AA) Postulate for similarity.
*12. Construct proofs using given theorems and postulates related to similarity.
13. Construct the proof of the implication: If a line is parallel to one side of a triangle and intersects the other two sides, it divides them proportionally.
*14. Apply the rules about similar triangles to determine missing measures of sides of triangles.
*15. Describe a projection in a plane of:

    a) a point on a line.
    b) a segment on a line, when the segment and line are parallel.
    c) a segment on a line, when the segment and line are not parallel.
    d) a segment on a line, when the segment intersects the line in one point.

*16. Identify the triangles which are similar when given a right triangle and an altitude drawn to the hypotenuse.
*17. Name three proportional relationships that exist among sides of similar triangles formed when given a right triangle and the altitude drawn to the hypotenuse.
*18. Apply rules of similarity to determine the length of the altitude, each leg, the hypotenuse, or segments of the hypotenuse when given a right triangle.
*19. Name the Pythagorean Theorem and its converse.
20. Construct, using rules of similarity, a proof of the Pythagorean Theorem.
*21. Apply the Pythagorean Theorem to determine the length of any side of a right triangle.
*22. Apply the converse of the Pythagorean Theorem to determine if a triangle is a right triangle.
*23. Apply the Pythagorean Theorem to determine the lengths of the sides of a 30 - 60 - 90 triangle.
*24. Apply the Pythagorean Theorem to determine the lengths of the sides of a 45 - 45 - 90 triangle.

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NINTH GRADE GEOMETRY

UNIT VIII - CIRCLES

The student should be able to:

*1. identify the following terms, related to circles, when given diagrams illustrating them: circle, center, radius, chord, diameter, tangent, secant, semicircle, arc, major arc, minor arc, intercepted arc, central angle, inscribed angle, concentric circles.
*2. name the conditions under which the measure of an angle is equal to the measure of the minor arc it intercepts.
*3. apply the rule for arc additions.
*4. apply the rule and its converse: If two central angles of the same or congruent circles have the same measure, then the arcs they intercept have the same measure.
*5. apply the rule and its converse: If two chords in the same or congruent circles have equal measure, then their arcs have equal measure.
*6. Apply the rule and its converse: If a line containing the center of a circle is perpendicular to a chord of the circle, then it bisects the chord and its arcs.
*7. demonstrate the uses of the following rules about angles, lines and segments related to circles:
    a. If an angle is an inscribed angle, then its measure is equal to half the measure of its intercepted arc.
    b. If an angle is inscribed in a semicircle, then it is a right angle.
    c. If a quadrilateral is inscribed in a circle, then the opposite angles are supplementary.
    d. If central or inscribed angles intercept the same arc or arcs of equal measure, then the angles have equal measure.
    e. If two parallel lines are secants, tangents, or one a secant and the other a tangent to a circle, then they intercept arcs of equal measure.
*8. Apply the rule: If an angle is formed by a tangent and a chord of a circle, then its measure is equal to half the measure of the intercepted arc.
*9. Apply the rule: If an angle is formed by two secants intersecting inside a circle, then its measure is equal to half the sum of the measures of the two arcs intercepted by it and its vertical angle.
*10. Apply the rule: If an angle is formed by two secants, two tangents, or by one of each, all from an external point, then its measure is equal to half the difference between the measures of the intercepted arcs.
*11. Demonstrate the uses of the following rules about chords, secant segments, and tangent segments.
    a. If two chords intersect within a circle, then the product of the measures of the segments of one chord equals the product of the measures of the segments of the other chord.
    b. If two secants are drawn to a circle from an exterior point, then the product of the measures of one secant and its exterior segment is equal to the product of the measures of the other secant and its exterior segment.

c. If a tangent and a secant are drawn to a circle from an exterior point, then the square of the measure of a tangent is equal to the product of the measures of the secant and its exterior segment.

12. Construct proofs of problems related to circles.

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NINTH GRADE GEOMETRY

UNIT IX: AREAS

The student should be able to:

*1. Identify and name the rules for determining the areas of the following:

A. Triangle
B. Parallelogram
C. Square
D. Trapezoid
E. Rhombus, when given the lengths of the diagonals.
F. Equilateral triangle, when given the length of a side.

*2. Apply the rules for determining the areas of the following:

A. Triangle
B. Rectangle
C. Square
D. Trapezoid
E. Parallelogram
F. Rhombus
G. Equilateral triangle

*3. Apply the rules about the ratios of the areas of given similar triangles in order to solve problems.
*4. Identify and name the center, radius, apothem, and central angles of regular circumscribed or inscribed polygons.
*5. Construct the solutions to problems involving the apothem, radius, side, central angle, interior angle, and/or area of any given regular polygon.
6. Apply the rules about the ratios of the areas of given similar polygons in order to solve problems.
*7. Identify and name the ratio of the circumference to the diameter of any circle.
*8. Identify and name the rules for determining the circumference and the area of a circle.
*9. Construct the solutions to problems involving the areas of a circle; the circumference of a circle; and the length of radii and diameters of circles.

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NINTH GRADE GEOMETRY

UNIT X - AREAS AND VOLUMES OF SOLIDS

The student should be able to:

*1. identify the following figures: a regular pyramid, regular prism, right circular cylinder, cone, sphere.

*2. identify the formulas for lateral area, total area, and volume of a regular prism, regular pyramid, right circular cylinder, cone, sphere.

3. apply the rules for determining the lateral area, total area, and volume of a regular prism.

*4. apply the rules for determining the lateral area, total area, and volume of a regular pyramid.

*5. apply the rules for determining the lateral area, total area, and volume of a right circular cylinder.

*6. apply the rules for determining the lateral area, total area, and volume of a cone.

*7. apply the rules for determining the area and volume of a sphere.

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NINTH GRADE GEOMETRY

UNIT XI - CONSTRUCTIONS AND LOCI

1. Identify those uses of a straightedge and compass that are allowed in geometric constructions.
2. Construct a segment congruent to a given segment.
3. Construct an angle congruent to a given angle.
4. Construct the bisector of any given angle.
5. Construct a line perpendicular to:
   (a) a given segment and bisecting the segment
   (b) a line through a given point on the line
   (c) a line through a given point not on the line
6. Construct parallel lines by two methods.
7. Apply geometric constructions to develop specific arithmetic operations.
8. Construct triangles when given the following conditions:
   (a) three segments
   (b) two segments and the included angle
   (c) two angles and the included segment
9. Construct a specified number of congruent segments on a given segment.
10. Identify a set of points which satisfy given conditions.
11. Identify the conditions satisfied by a given set of points.
12. Describe, in a plane and in space, the locus of points at a given distance from a given line.
13. Describe, in a plane and in space, the locus of points equidistant from each of two given points.
14. Describe, in a plane and in space, the locus of points equidistant from each of two given lines .
15. Describe, in a plane, the locus of points that are equidistant from the sides of an angle and in the interior of the angle.
16. Describe, in a plane and in space, the locus of points at a given distance from a given point.
17. Construct a tangent to a given point on a circle.
18. Construct each of the following:
   (a) A circle inscribed in a given triangle.
   (b) A circle circumscribed about a given triangle.
19. Demonstrate the solution of geometric problems requiring the construction of points which satsify two or more given conditions.

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NINTH GRADE GEOMETRY

UNIT XII - COORDINATES

1. Name the coordinates of specific points on a number line and the graphs of specific coordinates on a number line.
2. Distinguish among axes, origin, quadrants, and ordered pairs when given an illustration of a rectangular coordinate system.
3. Name the coordinates of specific ordered pairs in a rectangular coordinate system.
4. Graph the coordinates of specific ordered pairs in a rectangular coordinate system.
5. Distinguish among the names of equations or inequalities when given graphs of the solution sets of these equations or inequalities.
6. Name the formula for finding the slope of a line in a coordinate system.
7. Apply the rule for finding the slope of a line.
8. Name the equation of the line when given:
   a. its slope and a point on the line
   b. two points on the line
   c. its slope and y-intercept
9. Graph the equation of the line when given:
   a. its slope and a point on the line
   b. two points on the line
   c. its slope and y-intercept.
10. Apply the rule: Two nonvertical lines are parallel if and only if they have equal slopes.
11. Apply the rule: Two nonvertical lines are perpendicular if and only if the slope of one line is the negative reciprocal of the slope of the other line.
12. Name the formula for finding the distance between any two points in a coordinate system.
13. Apply the rule to find the distance between any two points.
14. Apply the rule for finding the distance between any two points to name the equation of a specific circle, the length of a radius, or the coordinates of its center.
15. Name the formula for finding the midpoint of a segment in a coordinate system.
16. Apply the rule to find the midpoint of a segment.
17. Apply the rules of coordinate geometry to problems involving polygons.

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MATH 9

UNIT I - WHOLE NUMBER SYSTEM

The student should be able to:

*1. define the set of whole numbers.
*2. name the 10 basic symbols of the whole number system.
*3. compare whole numbers using less that (<), equal (=), or greater than (>) symbols.
*4. order whole numbers in both ascending and descending order.
*5. write the place value of each digit in a whole number.
6. write out in words and read whole numbers.
7. write whole numbers in expanded form using exponents.
8. calculate the values of expanded numerals.
9. calculate the values of whole numbers written in exponential notation.
*10. round whole numbers to the nearest 10's, 100's and 1000's place value.
*11. add whole numbers.
*12. subtract whole numbers and check by the opposite operation.
*13. multiply whole numbers and check by the opposite operation.
*14. divide whole numbers and check by the opposite operation.
*15. given 3 numerals, arrange them to form six different whole numbers.
*16. recognize a number pattern and complete the series.
*17. put two sets in a one-to-one correspondence.
*18. given 2 or more choices, use the rule to calculate the total number of separate choices.
*19. given 2 or more choices, construct a tree diagram to show all the different separate choices.
*20. construct Napier Rods and use them to multiply.
*21. use an abacus to add.
*22. use a flow chart to solve problems.
*23. interpret and solve word problems using whole numbers.

* The asterisks designate basic objectives.

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MATH 9

UNIT II - FRACTIONAL NUMERALS

The student should be able to: .

*1. define a fractional numeral.
*2. identify a fractional numeral.
*3. identify the 3 parts of a fractional numeral
    a) name the numerator.
    b) name the denominator.
    c) name the operation that is indicated by the bar in a fractional numerator.
*4. use the multiplicative identity to name other names for a given fractional numeral.

e.g. $\frac{3}{4} = \frac{3}{4} \times \frac{2}{2} = \frac{6}{8} = \frac{3}{4} \times \frac{3}{3} = \frac{9}{12}$

*5. reduce fractional numerals to their simplest form by use of factorization.

e.g. $\frac{12}{18} = \frac{2}{2} \cdot \frac{2}{3} \cdot \frac{3}{3} = \frac{(2.3)}{(2.3)} \times \frac{2}{3} = 1\frac{2}{3} = \frac{2}{3}$

*6. change improper fractions to mixed numbers.
*7. define the multiplicative inverse of fractional numerals.
*8. name the reciprocal of fractional numerals.
*9. apply the definition of addition and algorithm of subtraction to 2 or more fractional numerators with the same denominator.
*10. find the L.C.D. of 2 or more fractional numerals.
11. order fraction numerals by applying the following algorithms:

a) $\frac{a}{b} < \frac{c}{d}$ if $a \cdot d < b \cdot c$

b) $\frac{a}{b} = \frac{c}{d}$ if $a \cdot d = b \cdot c$

c) $\frac{a}{b} > \frac{c}{d}$ if $a \cdot d > b \cdot c$

*12. solve word problems which involve fractional numerals.

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MATH 9

UNIT III DECIMAL NUMERALS

The student should be able to:

*1. identify decimal numerals.
*2. identify the place value of digits written in decimal notation.
*3. write expanded numerals of decimal numerals.
*4. add and subtract decimal numerals.
*5. multiply decimal numerals.
*6. divide decimal numerals of the following types:

a) $7\overline{).42}$

b) $7\overline{)4.2}$

c) $.7\overline{)42}$

d) $.7\overline{).42}$

*7. change a fractional numeral to a decimal numeral.
*8. change a decimal numeral to a fractional numeral.
9. convert decimal numerals to scientific notation.
*10. solve word problems which involve decimal numerals.
11. convert expanded numerals to decimal numerals.
12. write out in words and read decimal numerals.

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MATH 9

UNIT IV - PERCENT

The student should be able to:

*1. define the meaning of % in two ways (x.01; x $\frac{1}{100}$)

*2. list 3 ways to write an arithmetic number

a) fractional notation

b) decimal notation

c) per cent notation

*3. convert fractional numerals to percents.

*4. convert percents to fractional numerals.

*5. convert decimal numerals to percents.

*6. convert percents to decimal numerals.

*7. solve problems of the type:

10% of 12 is _____

8. Solve problems of the type:

12 is _____% of 24.

9. Solve problems of the type:

15 is 10% of _____.

10. Solve word problems which involve percents.

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MATH 9

UNIT V - INTEGERS

The student should be able to:

*1. identify and name the set of integers as I = $\{\ldots -2,-1,0,1,2\ldots\}$

*2. locate integers on the number line.

*3. given an integer, state its additive inverse (opposite).

*4. state and apply the rule that the sum of an integer and its opposite is zero.

*5. state if an inequality involving the integers is true.

*6. find the sum of any two (or more) integers by applying the following rules:

a) to find the sum of 2 positive integers - add and keep the sign.
b) to find the sum of 2 negative integers - add and keep the sign.
c) to find the sum of a positive and a negative integer, subtract the smaller from the larger and keep the sign of the larger.

*7. subtract integers by adding the opposite.

*8. multiply integers by applying the following rules.

a) the product of two positive integers is a positive integer.
b) the product of two negative integers is a positive integer.
c) the product of a positive integer and a negative integer is a negative integer.

*9. state and apply the rule that the product of any integer and zero is zero.

*10. divide integers by applying the following rules:

a) the quotient of two positive integers is positive
b) the quotient of two negative integers is positive
c) the quotient of a positive and a negative integer is negative.

*11. state and apply the rule that if zero is divided by any positive or negative integer, the quotient is zero.

*12. state and apply the rule that division by zero is not possible.

13. state that zero is neither positive nor negative.

*14. apply the operations of addition, subtraction, multiplication and division of integers to solve word problems.

15. identify the following properties:

a) commutative property of addition for integers.

b) associative property of addition for integers.

c) commutative property of multiplication for integers.

d) associative property of multiplication for integers.

e) distributive property of multiplication over addition for integers.

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MATH 9

UNIT VI - PROBABILITY

The student should be able to:

*1. describe in words what is meant by chance.

*2. express a probability of success as a ratio in the form:

$$\text{Probability of Success} = \frac{\text{Number of Success}}{\text{Number of Choices}}$$

*3. name the number of choices available to reach a given result.

4. define a sample space.

*5. describe a sample space for a given situation.

*6. perform several experiments of chance and determine the probability in each.

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MATH 9

UNIT VII - METRIC GEOMETRY

The student should be able to:

*1. describe the vital role measurement plays in industry, sales, and research.

*2. use a ruler to measure within an accuracy of 1/32 of an inch.

*3. use a protractor to measure and construct angles within an accuracy of one degree.

*4. draw scale models.

*5. read scale drawings.

*6. calculate the perimeter of various polygons.

*7. calculate the area of various polygons.

*8. calculate the volume of rectangular solids.

*9. calculate the surface area of rectangular solids.

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MATH 9

UNIT VIII - NON-METRIC GEOMETRY

A. Sketches and Models:

The student should be able to:

*1. identify various solid figures.

e.g. quadrilateral pyramid, cube, etc.

2. construct a cube from paper.

3. construct a square pyramid from paper.

4. sketch prisms.

e.g. rectangular prism, square prism, etc.

5. sketch polygonal pyramids.

*6. identify 3-dimensional figures, given top, side, and bottom views.

*7. copy geometric designs using ruler, protractor, compass, and graph paper.

B. Experiments in Geometry:

The student should be able to:

*1. determine the number of triangles within a polygon by drawing diagonals.

*2. determine the number of rectangles in a folded rectangular paper by using the Law of Powers.

*3. calculate the area of polygons drawn on graph paper.

*4. determine the number of degrees of the interior angles of a polygon through experimentation.

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MATH 9

UNIT IX - SPACE GEOMETRY

The student should be able to:

*1. describe the basic properties of a point and line.

2. identify and name by set notation lines, rays, segments, open segments and half-lines.

*3. identify and describe a plane and its properties.

*4. identify and describe an angle.

*5. identify and describe various polygons.

*6. describe solid figures in terms of the intersection of 3 planes.

7. apply Euler's formula to determine the number of edges of polyhedrons.

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MATH 9

UNIT X - OPEN SENTENCES

The student should be able to:

*1. state whether a number sentence is true or false.

*2. replace a variable by a number and state whether the resulting number sentence is true.

*3. choose from the following set, the symbol which will make a number sentence true.

$\{ =, \neq, >, <, \geq, \leq, \}$

*4. evaluate number sentences by substitution.

*5. apply the above substitution to solving problems using formulas.

*6. translate number sentences into word sentences.

*7. translate word sentences into number sentences.

*8. solve equations using the addition property of equality (i.e. transformation by addition).

*9. solve equations using the multiplicative property of equality.

*10. solve equations involving both addition and multiplication by

a) first applying the additive property of equality.

b) then applying the multiplicative property of equality.

11. determine if an open-sentence in two variables is a linear equation.

*12. plot points on rectangular coordinates.

13. graph a linear equation.

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GRADE NINE LABORATORY SCIENCE

A laboratory-oriented, equipment-based course, emphasizing observation, experimentation, and analysis to develop attitudes, skills, and understandings applicable to succeeding laboratory courses in high school science. For some students, the only succeeding high school science selection will be Biology I, and for these persons Lab Science 9 will present the last opportunity for high school instruction in the physical sciences. Most students will elect more than one additional science. Specific skills for working with instruments and materials and a knowledge of selected scientific principles and processes are to be developed. The plan of the course is not identical with that of any existing textbook or laboratory manual, consequently materials from a variety of sources must be selected. These should be selected to compliment the requirements of the students and classes involved. The course consists of a series of six "laboratory blocks", each to be employed for a period of six weeks and then terminated. Excessive development of detail within any unit is to be avoided, and the appropriate amount of substantive material included is to be controlled by the objectives of the course, and again, by the requirements of the students. The approved unit titles are: Physical Measurement; Kinematics and Dynamics; Basic Inorganic Chemistry; Basic Organic Chemistry; The Chemistry of Life; and The Variety of Life.

Physical Science -
Unit I Measurement - length, area, volume; weight and density; buoyant forces; pressure; thermal expansion; thermometry; and specific heat.
Unit II Time - motion; acceleration; mass; and momentum.

Chemistry -

Unit III Concepts of matter; periodicity; molecular movement; formulas and equations; concentrations; types of reactions and pH.

Unit IV Compounds of carbon; saturated hydrocarbons; organic reactions; organic acids, alcohols, sugars, and amino acids.

Biology -

Unit V Selected molecules found in living cells; proteins; analytical techniques; protoplasm; microscope techniques; cell structure; Biophysics; chemical activities; chemicals and their physiological effects.

Unit VI The variety of organisms within a given environment; diversity and similarity in plants and animals; relationships between an organism and its environment.

By the end of the course, most students, within reasonable limits, should be able to:

1. Apply international units to the measurement of length, area, volume, mass and temperature.
2. Utilize experimental data to obtain concepts of specific gravity, density, heat and specific heat.
3. Describe natural phenomena in terms of time and motion.
4. Apply techniques necessary for performing experiments in force, motion, momentum and acceleration.
5. Devise and interpret graphs related to time, speed, distance and area.
6. Apply the rules of the periodic law to the elements.
7. Use symbols and formulas in the study of elements and compounds.
8. Recognize classes of simple compounds.
9. Name organic compounds based on standard nomenclature systems.
10. Construct models of simple organic compounds.

11. Design and/or conduct experiments relating to physical and chemical properties of common organic compounds.
12. Demonstrate skill in the proper care and use of the microscope.
13. Prepare microscope slides and apply the correct stains in the study of cell structure.
14. Demonstrate familiarity with the classes of chemical compounds common to all life forms.
15. Identify and analyze chemical restrictions inherent in life processes.
16. Classify living organisms according to standard taxonomic divisions.
17. Prepare and maintain cultures of living organisms.
18. Describe interrelationships between man and his environment.

LABORATORY SAFETY

The student must be able to demonstrate the following safety techniques when working in a laboratory situation:

A. Alsolutely NO HORSEPLAY

B. Must use safety glasses when:

1. using matches and a Bunsen burner
2. working with chemicals or combinations of chemicals
3. testing gases (known and unknown)

C. Must demonstrate the following techniques when using glassware:

1. When placing a glass tube into a rubber stopper or tube, Use Glycerin or some other lubricant. This refers to thermometers as well.
2. Never place a thermometer into an open flame.
3. Never touch glass which has been in an open flame.
4. Lift beakers of hot materials with beaker tongs. Use great care.
5. Fire polish all broken glass ends.
6. Do not heat liquids in an enclosed container. Glass or otherwise.
7. Heat glass gently and gradually.

D. When using chemicals the student should:

1. Never taste any substance unless told to do so by the teacher.
2. Never smell any chemical, solid, liquid, or gas, unless told to do so by the teacher.
3. Not combine or heat chemicals unless told to do so by the teacher.
4. Not pour chemicals into the sink.
5. Never add water to acid.
6. Not carry chemicals carelessly about the lab.

E. The student should be aware and considerate of his/her classmates.

F. The student should know how to use the following emergency equipment:

1. Fire blanket
2. Tap water
3. Fire extinguisher

G. The student should practice common sense in the following areas:

1. Strike matches away from you after you have closed the box.
2. Wash hands before leaving the lab.
3. Report all accidents immediately.
4. Learn the fire drill route and procedures.
5. No eating in the lab.

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GRADE NINE LABORATORY SCIENCE

UNIT I MEASUREMENT

A. The Metric System

The student should be able to:

1. Determine the length of an object in English and metric units.
2. Collect statistical data and organize a data table.
3. Construct a first quadrant graph (legends, scales and titie).
4. Plot points on a graph using a right triangle and recognize the significance of a graph line to an equation.
5. Use the meterstick to measure to a tenth of a millimeter.
6. Identify possible sources of error on one's data.
7. Distinguish between graduations and divisions on a scale.
8. Distinguish between uniform and non-uniform scales.
9. Extrapolate data from a graph.
10. Interpolate data from a graph.
11. Distinguish between the terms - mean, median, mod and average.
12. Determine the least count of an instrument. (zero correction)
13. Determine the significant figures of a measurement.
14. Distinguish between independent and dependent variables of an experiment.
15. Convert from English units of length to metric units of length.
16. Convert from one unit of length to another within the metric system.
17. Demonstrate the proper use of a scaled straightedge.
18. Calculate the percent of error of a measurement.
19. Distinguish between counting and measurement.
20. "Round off" calculations based upon significant figures.
21. Exp numbers in exponential form.
22. Solve mathematical problems using exponential arithmetic.
23. Demonstrate the rule for significant figures in computation.
24. Calculate the correction factor of an instrument.
25. Calculate the mean (average) deviation of a series of measurements.
26. Express measurements in scientific notation.
27. Calculate the area of a figure in both metric and English units.
28. Construct an equation to determine the area of a figure containing various circles, triangles and rectangles.

B. Balance

1. Determine the mass of an object using the decigram sensitivity balance.
2. Convert from one unit of mass to another in the metric system.
3. Convert mass from English to metric units.
4. Compare mass and weight.

C. Vernier and Micrometer Caliper

1. Determine a least count of a Vernier and micrometer caliper.
2. Determine zero corrections on all Vernier and micrometer calipers.
3. Distinguish between the main scale and the Vernier scale on the Vernier caliper.
4. Read and identify numericals values on a Vernier and micrometer caliper.
5. Compare the Vernier scale with the circular scale.
6. Demonstrate competency in the conversion of fractional numerals to decimal numerals and conversely.

D. Volume

1. Define the concept of volume as a function of l, w, and h.
2. Identify the different units of volume in the English and metric system.
3. Determine the volume of different solids by the use of proper volume formulas.
4. Determine the volume of geometric solids.
5. Determine the volume of liquids using the graduated cylinder.
6. Determine the coefficient of volume expansion.
7. Calculate the percentage of increase or decrease of volume of water as the temperature increases or decreases.
8. Define a liter.
9. Demonstrate the knowledge of units of capacity or volume for liquids such as ml, or l. (milliliter or liter).

E. Density

1. Define the concept of density.
2. Calculate the density by the use of the formula $d = \frac{M}{V}$ for liquids and regularly shaped objects.
3. Identify the units of density.
4. Describe the characteristics of heterogeneous and homogeneous substances with an average density.
5. Calculate density directly by measuring an objects mass and volume.
6. Determine the density of irregularly shaped objects using the water displacement method.
7. Relate density to mass and volume.
8. Demonstrate Archimedes' principle of buoyancy and relate it to density.
9. Demonstrate Pascal's principle of water pressure.
10. Distinguish between density and specific gravity and the use of the hydrometer.

F. Heat

1. Demonstrate knowledge of heat in terms of the internal energy of atoms and molecules.
2. Distinguish between temperature and heat.
3. Identify the various types of thermometers (mercury in glass, alcohol or gas in glass).
4. Compare the various scales for measuring temperature (F, C, K).
5. Convert between the various kinds of temperature scales.
6. Define a B.T.U.
7. Define a gram calorie.
8. Define a kilogram calorie.
9. Explain Joule's equivalent.
10. Calculate the heat lost or the heat gained by a substance by using a calorimeter.
11. Define: thermal capacity, melting, freezing, boiling, condensing and sublimating.
12. Define: specific heat, heat of fusion, heat of vaporization, and latent heat.
13. Distinguish between thermal capacity and specific heat.
14. Calculate the specific heat of a substance.
15. Describe the three means of heat transfer; radiation, conduction and convection.

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GRADE NINE LABORATORY SCIENCE

UNIT II KINEMATICS

A. Force and Motion

1. Distinguish between moving and stationary objects.
2. Recognize that motion depends on one's frame of reference.
3. Recognize that time is the interval between two measurable events.
4. Identify those properties necessary to measure time.
5. Construct a timing device.
6. Distinguish between velocity and acceleration.
7. Distinguish between positive, negative and constant acceleration.
8. Identify those forces acting upon a pendulum.
9. Identify the factors that effect the period of the pendulum.
10. Interpret graphical representations into conclusions.
11. Construct an experiment using the pendulum that would measure the forces of acceleration due to gravity.
12. State the formula for calculating the period of the pendulum.
13. Apply the formula for the period of the pendulum.
14. Describe the relationship between the force of gravity and a falling body.
15. Describe the relationship between force, mass and acceleration.
16. Interpret force, mass and acceleration graphs.
17. Describe momentum.
18. Distinguish between various force units.
19. Apply the appropriate mathematical units when calculating problems.
20. Distinguish between Newton's three laws of motion.
21. Identify the men responsible for formulating the theories on force and motion.

B. Simple Machines and Work

1. Define: displacement, velocity, time and friction.
2. Apply the formula : $S = VT$ or $S = V_{avg.} T$
3. Define: work and units of work
4. Apply the formula: $W = F \times D$
5. Define: energy
6. Calculate energy in terms of work being done.
7. Give examples of several kinds of energy (mechanical, thermal, electrical, magnetic, chemical).
8. Determine the seconds/cycle of an object exhibiting simple harmonic motion.
9. Calculate the period of an object exhibiting simple harmonic motion.
10. Define power and apply the formula: $P = W/T$
11. Identify the various common units of power.
12. Define the conservation of energy when being converted.
13. Calculate the efficiency of any energy converter.
14. Apply the formula and describe the percentage efficiency: % eff. = Eff. x 100
15. Explain several types of simple machines (wedge, pulley, screw, inclined plane, wheel and axle, and lever).
16. Define input work and output work.
17. Demonstrate and explain the mechanics of a pulley.
18. Distinguish between IMA and AMA
19. Identify the advantage gained by using each type of simple machine.

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GRADE NINE LABORATORY SCIENCE

UNIT III: INORGANIC CHEMISTRY

A. Introduction

1. Demonstrate the ability to follow the safety rules as presented in the chemistry lab.
2. Identify and give the function of the laboratory apparatus we will use.
3. Demonstrate the proper care and use of laboratory apparatus.
4. Understand and follow directions carefully.
5. Distinguish between hypothesis, theory and fact.
6. Construct, carefully execute and clean up an experiment.
7. Describe what happens during an experiment and explain your results.
8. Construct various pieces of glass apparatus for use in class experiments.

B. Atomic Theory

1. Identify some of the men responsible for the atomic theory.
2. List the basic parts of the atom and demonstrate a knowledge of their location and function.
3. Identify the characteristics of the states of matter: solid, liquids and gases.
4. Define; elements, compounds and mixtures.
5. Compare atomic mass with atomic matter.
6. Describe the role of energy in determining the state of matter of elements.
7. Define isotopes and distinguish between the terms: nuclear energy and chemical energy.

C. Periodic Table

1. Demonstrate a working knowledge of the periodic chart.
2. Identify the chemical symbols for most of the basic atoms or elements.
3. Describe the relationship between the different groups of elements in the formation of compounds.
4. Compare atomic mass with atomic number.
5. Define valence and distinguish between electron shells and energy levels.

D. Matter and Its Changes

1. Distinguish between chemical and physical properties.
2. Distinguish between chemical and physical changes.
3. List 10 physical changes.
4. Identify the 5 basic types of chemical changes.
5. Demonstrate the ability to complete an experiment in each of the following areas:
   a. analysis
   b. synthesis
   c. single replacement
   d. double replacement
   e. decomposition
6. Distinguish between endothermic and exothermic reactions.
7. Distinguish between the types of chemical bonding. (i.e. ionic and covalent)
8. Construct a balanced equation using the concepts of valence, oxidation and reduction number.
9. Compare organic and inorganic compounds.

E. Acids, Bases and Salts

1. Identify the three groups of compound, acids, bases and salts by their formula.
2. List several properties or characteristics of each group.
3. Demonstrate the correct procedures for handling acids, bases and salts.
4. Identify several indicators for acids, bases and salts and test them in a laboratory situation.
5. Describe the varying strengths of acids and bases in term of pH.
6. Describe the process of neutralization of acids and bases and list several practical applications.
7. Distinguish the basic colors of metal ions using the flame test.
8. Demonstrate and describe the formation of precipitates.

F. Gases

1. Identify and describe the properties of gases, especially volume, mass and temperature.
2. Define: barometer, variable, constant, pressure, displacement, soluble, one standard atmosphere of pressure.
3. Discuss the contribution of Boyle, Charles, Dalton, Torricelli and Avogadro.
4. Define and demonstrate Charles' and Boyle's Laws.
5. Describe pressure - volume relationship.
6. Apply proper laboratory techniques in the following situations:
   a. Preparation of several gases.
   b. Collection of gases by displacement of liquids and other gases.
   c. Test the gases collected based on their properties.

G. Mixtures

1. Define: homogenenous and heterogeneous substances.
2. Distinguish between solutions, suspensions, emulsions, solvents and solutes.
3. List the properties of a true solution.
4. List the factors which affect the solution process.
5. Define: transparent, translucent, opaque, colored, clear, flocculent, precipitate, effervescence and degree of solubility.
6. Demonstrate by experimentation the methods used to separate solvents and solutes.
7. Demonstrate the processes used in separating suspensions.

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GRADE NINE LABORATORY SCIENCE

UNIT IV ORGANIC CHEMISTRY

1. Define organic chemistry
2. Identify some of the characteristics and properties of carbon which make it unique in forming organic compounds.
3. State the rules for using the formula notations in organic chemistry.
4. Identify the material formed when wood is heated in the absence of Oxygen.
5. List the homologous methane series in order.
6. Distinguish between alliphatic and aromatic compounds.
7. Demonstrate the synthesis of carbon dioxide.
8. Apply the rule for testing of carbon dioxide.
9. Construct models of organic compounds by using molecular model kits.
10. Distinguish between empirical and structural formulas.
11. Write the molecular and structural formulas for the models.
12. State the rule governing the formation of compounds in the alkane series.
13. Apply the rule to calculate various compounds in the alkane series.
14. Construct models of and state the general rule for the formation of isomers.
15. Distinguish between the alkane, alkene and alkyne series.
16. Distinguish between single, double and triple bonds.
17. Construct models illustrating bonding arrangements in organic compounds.
18. State the rules for the naming of organic compounds.
19. Apply the rules for the naming of organic compounds.
20. State the rule for the formation of primary and secondary alcohols.
21. Construct models of primary and secondary alcohols.
22. Construct models of alcohol oxidation products.
23. Write the structural equation for the oxidation of alcohol.
24. Identify and name the functional groups in organic chemistry; hydrocarbons, alcohols, aldehydes and organic acids.
25. Distinguish between saturated and unsaturated hydrocarbons.
26. Demonstrate the preparation of organic e thers.

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GRADE NINE LABORATORY SCIENCE

UNIT V THE CHEMISTRY OF LIFE

1. Distinguish between fats, carbohydrates and proteins by constructing molecular models.
2. Apply the test for the presense of protein in living things.
3. Name the elements that make up protein.
4. Describe the role of enzymes in protein decomposition in elementary terms.
5. Apply chromotographic techniques in the separation of amino acids.
6. Describe and apply the principles of electrophoresis in separating organic compounds.
7. Describe and apply the principles of colorimetry.
8. Apply the test for the presence of starch, sugar, albumin and lipids.
9. Identify the cell as the basic unit of protoplasmic organization.
10. Describe the importance of the water-volume relationship in living organisms.
11. Apply the rules of good microscopy.
12. Measure objects in microns using the microscope.
13. Calculate the actual size of the field of view of both objectives of a microscope.
14. Distinguish between living and non-living microscopic materials.
15. Construct temporary slides.
16. Construct permanent slides.
17. Apply correct stains in the study of cell structure.
18. Identify and demonstrate plasmolysis, diffusion, osmosis, absorption and varous tropisms.
19. Construct experiments to test the effect of temperature and pH on enzymes and their activities.
20. Demonstrate the preparation of serial solutions.

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GRADE NINE LABORATORY SCIENCE

UNIT VI DIVERSITY OF LIFE

1. Identify the contributions of biological scientists.
2. Distinguish between plants and animals based on structural characteristics.
3. Construct and apply a taxonomic key.
4. Apply a current system of taxonomy and distinguish between phlya, class, order, genus and specie.
5. Prepare statistical data and construct histograms on biological communities.
6. Interpret statistical data by the use of statistical data graphs.
7. Interpret ecological relationships among plants and animals on the basis of habitat structure and existence.
8. Identify the various plant and animal habitats.
9. Prepare drawings of various organisms to support collected data.
10. Demonstrate proper dissection techniques using one animal and one plant.
11. Identify internal and external structures of one animal and one plant during dissection.
12. Demonstrate techniques in preparing and maintaining living cultures.
13. Possess a working knowledge of various air-borne, water-borne and contact diseases and their carriers.
14. Apply previous chemical knowledge to demonstrate a concise understanding of genetic coding (DNA).

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NINTH GRADE FRENCH I

UNIT I

In French, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

LEÇON I - LE PREMIER JOUR DE CLASSE (p. 1.)

1. greet adults of both sexes, married or single.
2. ask someone's name and identify himself.
3. ask how someone is and answer that question himself.
4. answer the teacher's "Au revoir, à demain" or "A bientôt" with an appropriate form of goodbye.

LEÇON 2 - VOILÀ UN OBJET VOILÀ UNE PERSONNE (pp. 2-4)

5. given a list of 20 common nouns, the student will identify them and state whether each is of masculine or feminine gender.
6. given a list of common nouns provided by the teacher, the student will respond using the correct article and noun in the utterance:
   C'est un_____. OR C'est une_____
7. answer the questions "Qu'est-ce que c'est?" and "Qui est-ce?" with appropriate responses.

LEÇON 3 - C'EST LE LIVRE DE ROGER (pp. 5-7)

8. listen, repeat, memorize, and recite orally a dialogue based on lecons 1-3.
9. correctly spell selected vocabulary from the dialogue.
10. presented with previously learned sentences containing masculine and feminine nouns, the student will repeat the sentence, transforming the indefinite article to the definite article:
    C'est un livre. = C'est le livre.
    C'est une chaise. = C'est la chaise.
11. when performing the above mentioned transformation, the student will use the possessive "de" with personal names as represented by the pattern:
    C'est le livre de Roger.

12. whenever needed in the above mentioned answers, the student will correctly elide le/la into l' and de into d' (C'est l'adresse d' André).

LEÇON 4 - LA DATE, LA SEMAINE, L'ANNÉE, VOTRE ANNIVERSAIRE (pp. 8-11)

13. listen repeat, memorize and recite orally the dialogue based on leçon 4.
14. correctly spell selected vocabulary from the dialogue.
15. given a number in FRENCH, the student will respond with the corresponding number in ENGLISH.
16. use the days of the week and the months of the year (in complete sentences) in response to such cues as: "Quelle est la date aujourd'hui?" OR "Quel jour est votre anniversaire?"
17. identify his phone number, his locker number, or any other number designated by the teacher, and perform simple arithmetic operations in French of the type: Deux plus deux font quatre. (These will be done in complete sentences).

X 18. design and write a birthday card in French.

X 19. design and write a calendar for the year 1973-1974 (the calendar will contain pictures depicting French life and/or culture OR will contain a picture typical of each month).

X 20. write specific dates in French.

LEÇON 5 - L'ALPHABET FRANÇAIS (pp. 12-14)

21. upon hearing any French sound, syllable, or word, the student will correctly write it in French.
22. correctly spell (orally) his first name, initials, or a simple noun, using the French alphabet.
23. place accents and other diacriticals on French words or sounds as designated by the teacher.

X 24. write an original conversation using the vocabulary learned in leçons 1 - 5 (the length will be designated by the teacher).

LECON 6 - VOLONTAIRE OU VICTIME? . (pp. 15-21)

25. listen, repeat, memorize and recite the dialogue for lecon 6.
26. correctly spell selected vocabulary from the dialogue.
27. answer questions of the pattern: "Où est Roger ?" using the following elements:
    a. "il est" for the masculine, "elle est" for the feminine
    b. use a preposition and location so that the answer follows the pattern:
       Il est dans la classe. Elle est devant la fenetre
28. in response to questions of the same pattern, but dealing with objects instead of persons: "Où est la serviette" the student will answer using "il est" for the masculine and "elle est" for the feminine, as well as use a preposition and location: Elle est devant l'élève.
29. answer questions of the same pattern, using the stressed pronouns - Il (elle) est devant moi (lui) (elle) (vous) (nous),

X 30. translate a given section of the story "Volontaire ou Victime" (p.19)

X 31. given a word from the story "Voluntaire ou Victime" (in English), the student will translate the word into French.

X 32. correctly spell selected recombined vocabulary (from "Volontaire ou Victime") upon receiving a verbal cue from the teacher.

X 33. design and submit a "Livre de l'alphabet," using a picture and a word to represent each letter of the alphabet (specific directions will be given in class.

NOTE:
ADVANCED OBJECTIVES will be indicated by an X . ALL other objectives are BASIC OBJECTIVES.

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NINTH GRADE FRENCH I

UNIT II

In French, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

LECON 7 - UN BEAU GARCON, UNE JOLIE FILLE (pp. 22-28)

1a. answer questions of the pattern: "Comment est-il (persons)?" with responses of the type: "Il est grand/ assez grand/ brun."
b. answer questions of the pattern: "Comment est-elle?" (persons) with responses of the type: "Elle est petite/ assez petite/ blonde."
2. given the feminine form in answer to a cue of the type: "Il est grand." (answer "Elle est grande.")
3. translate a given section of the story "Un beau garçon, une jolie fille" (p. 26)
4. listen, repeat, memorize, and recite a dialogue based on leçons 7-8.
5. correctly spell selected vocabulary from the dialogue.
6. write selected exercises from the textbook and/or worksheets.
X 7. correctly spell selected recombined vocabulary from "un beau garçon, une jolie fille" (p.26), upon receiving a verbal cue from the teacher.
X 8. in answer to the direction: "Faites le portrait de Roger/Lise" say or write a composition of at least 6 lines.
X 9. given a word from "un beau garçon, une jolie fille" (in English), the student will translate that word into French.

LECON 8 - UN GROUPE CHIC (pp. 29-34)

10. answer questions such as: "De quelle couleur est le mur/ la porte" with "il est" or "elle est" followed by an adjective of color in its appropriate masculine or feminine form, adding when necessary the correct term: "pale/ vif/ clair/foncé."
11. identify articles of clothing worn by himself and/or others, as directed by the teacher.
12. translate a given section of the story "Un groupe chic" (p.32).
13. write selected exercises from the textbook and/or worksheets.
X 14. correctly spell selected recombined vocabulary from "Un groupe chic" (p.32).
X 15. given a word from "Un groupe chic" (in English) the student will write that word in French.

X 16. write or say a composition in answer to the direction: "Faites le portrait d'un élève de la classe (ou d'une autre personne)."

X 17. prepare and submit a mini-catalogue describing specific items of clothing in French (directions will be given in class).

LECON 9 - ÊTES-VOUS DANS LA LUNE? (pp. 35-42)

18. given an English subject pronoun, the student will state the corresponding French subject pronoun.
19. given a French subject pronoun, the student will state the appropriate form of the verb "être."
20. given an affirmative statement, the student will restate it in the negative.
21. given a statement, the student will restate it in the form of a question using both inversion and "est-ce que..."
22. translate a given section of the story "Êtes-vous dans la lune" (p. 40).
23. listen, repeat, memorize, and recite a dialogue based on leçon 9.
24. correctly spell selected recombined vocabulary from the dialogue.
25. write selected exercises from the textbook and/or worksheets.

X 26. correctly spell selected recombined vocabulary from "Êtes-vous dans la lune" (p. 40).

X 27. given a word from "Êtes-vous dans la lune" (in English) the student will restate that word in French.

X 28. the student will write an original conversation or narrative using the vocabulary learned in leçons 1 - 9.

X 29. design and submit a crossword puzzle using the vocabulary learned in lecons 7, 8 et 9.

X 30. prepare an oral or written report on a French-speaking country (directions and approved topics will be given in class).

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NINTH GRADE FRENCH I

UNIT III

In French, using correct pronunciation, rhythm, and intonation, OR using correct spelling and syntax, the student will:

LEÇON 10 - L'EMPLOI DU TEMPS DE JEAN-PAUL (pp. 43-51)

1. state the times of day in French in answer to questions of the type: "Quelle heure est-il ?" or "À quelle heure est la classe de français ?"
2. in response to a direction of the type: "Demandez a Roger à quelle heure il est à la maison" the student will correctly form the question.
3. given a cue, select and state the appropriate subject preposition (à la, au, à l').
4. draw and label a chart of his schedule showing the times and classes in French.
5. given a question beginning with "pourquoi" the student will respond with "parce que" and an appropriate phrase, given a statement beginning with "parce que" the student will correctly form the question using "pourquoi"
6. translate a given section of the story "L'emploi du temps de Jean-Paul." (p. 48)
7. write selected exercises from the textbook and/or worksheets.

X 8. correctly spell selected recombined vocabulary from "L'emploi du temps de Jean-Paul."

X 9. given a sentence in English, the student will restate it in French using vocabulary learned in leçons 1-10.

X 10. write a composition on the topic: "Quel est l'emploi du temps de votre journée ?" (state the times of the various activities of the day, and add a commentary on their favorite class).

X 11. write selected times of day in French.

CULTURAL AND SUPPLEMENTARY SECTION

12. respond orally to the questions asked in "Votre interview personnelle" (p. 57).

X 13. write a letter to Christine in response to her letter (p. 61).

X 14. given a word from the list on page 63, the student will indicate the meaning of the word in English.

15. given a sentence containing a regular - ER verb, the student will restate the sentence, making the necessary changes as the subject is changed.

16. given an affirmative statement containing a regular - ER verb, the student will restate it in the negative.

17. given a statement containing a regular - ER verb, the student will form a question using est-ce que and inversion (except with "je" where only "est-ce que" may be used).

18. write selected exercises from the worksheets.

X 19. given a narrative containing regular ER verbs, the student will translate it into English.

X 20. write an original conversation or narrative using 6 regular ER verbs.

LECON 11 - LA MÉNAGERIE DE JEAN-PAUL (pp. 64-69)

21. given questions of the type: "Y a-t-il.. ?"or "Est-ce qu'il y a...?" the student will respond in both the affirmative and the negative.

22. answer questions of the type: "Qu'est-ce qu'il y a devant vous ?"

23. given a cue of the type: "Il y a... (il n'y a pas de...)" the student will transform the statement to a question of the type: "Y a-t-il....?"

24. given portions of sentences the student will complete them using "il y a", "il n'y a pas de;" "est-ce qu'il y a " and "y a-t-il "

25. translate a given section of the story "La ménagerie de Jean-Paul" (p.67)

26. listen, repeat, memorize and recite a dialogue based on leçon 11.

27. correctly spell selected vocabulary from the dialogue.

28. write selected exercises from the textbook and/or worksheets.

X 29. correctly spell selected recombined vocabulary from "La ménagerie de Jean-Paul."

X 30. given sentences in English, the student will restate them in French, using vocabulary learned in leçons 1-11 and the supplementary section.

X 31. write a description of an animal in the form of a composition (1."Où est-il?" 2."Comment s'appelle-t-il?" 3. "De quelle couleur est-il?" 4. "Comment est-il?")

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NINTH GRADE FRENCH I

UNIT IV

LECON 12 - MA MAISON ET MA FAMILLE (pp. 70-76)

1. when asked about the ownership of a given object, the student will answer using the correct possessive adjective.
2. when asked about the ownership of specific objects, the student will describe them as well as use the correct possessive adjective (C'est son tricot, son tricot est rouge vif).
3. correctly respond to questions of the type: "Quelle est votre adresse ?"
4. translate a given section of the story "Ma maison et ma famille" (p.74)
5. draw a floor plan of his house or dream house, labeling all of the rooms in French.
6. write selected exercises from the textbook and/or worksheets.

X 7. correctly spell selected recombined vocabulary from "Ma maison et ma famille."

X 8. given sentences in English, the student will restate them in French, using vocabulary learned thus far.

X 9. write a composition on one of the topics listed on page 76.

X 10. prepare and submit a family photo album containing pictures of his family or pictures from magazines, label each picture as to who the person is, and write a brief description of them.

LECON 13 - J'AI BEAUCOUP DE CHANCE! (pp. 77-83)

11. when asked questions of the type: "Avez-vous un livre?" the student will answer in both the affirmative and the negative.
12. when asked a question of the type: "Avez-vous beaucoup de travail?" the student will answer in both the affirmative and the negative.
13. given a statement of the pattern: "Il est furieux" the student will restate it in the feminine, "Elle est furieuse."
14. given a statement of the pattern: "J'ai un cadeau" the student will restate it in the plural: "J'ai trois cadeaux."
15. translate a given section of the story "J'ai beaucoup de chance !" (p.81)
16. write selected exercises from the textbook and/or worksheets.

X 17. correctly spell selected recombined vocabulary from "J'ai beaucoup de chance !" (p. 81)

X 18. given sentences in English, the student will restate them in French using the vocabulary learned thus far.

X 19. write a composition following the directions on page 83.

NOTE:
ADVANCED OBJECTIVES are indicated by an " X " (*). ALL other objectives are BASIC OBJECTIVES.

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NINTH GRADE FRENCH I

UNIT IV

LEÇON 14 - JOYEUX ANNIVERSAIRE, MARIE-ANGE! (pp. 84-93)

20. given a sentence containing the verb AVOIR, the student will restate the sentence making the necessary changes as the subject is changed.
21. given a question using the verb AVOIR, the student will answer in both the affirmative and the negative.
22. given a statement using the verb AVOIR, the student will restate it in the form of a question.
23. correctly spell any number from 1 - 100 in French.
24. translate a given section of the story "Joyeux anniversaire, Marie-Ange!" (p. 89).
25. given elements such as: 'Ma maison/ l'école"(near), the student will construct a sentence using près de"and"autour de"(Ma maison est près de l'école).
26. write selected exercises from the textbook and/or worksheets

X 27. correctly spell selected recombined vocabulary from "Joyeux anniversaire, Marie-Ange!" (p. 89).

X 28. given sentences in English, the student will restate them in French using the vocabulary learned thus far.

X 29. write a composition following the directions on page 93.

X 30. write an original conversation or narrative using the vocabulary learned thus far.

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NINTH GRADE FRENCH I

LEÇON 15

1. When asked questions using expressions with AVOIR, the student instantly supplies a correct oral response in both the affirmative and the negative.

2. When supplied an answer using the idiomatic expressions with AVOIR, the student can ask the appropriate question.

X 3. The student completes sentences in French with the correct written form of the idiomatic expressions with AVOIR.

4. The student, using correct intonation and pronunciation, answers questions based on Moi, j'ai toujours une faim de loup.

X 5. Prepare a composition in French based on the new structures and vocab. of leçon 5.

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NINTH GRADE FRENCH I

LEÇON 16: LES OBJECTIFS

1. When asked questions involving comparaison, the student correctly uses the appropriate form of plus...que/moins...que/aussi...que and bien plus....que, bien moins...que/and meilleur que/aussi bon que/moins bon que,as the situation requires, and with agreement of the adjective.

X 2. Given elements of the type:

"le poisson/le perroquet" (bavard)

he will compose comparative sentences using plus...que and moins...que with all known adjectives, including bon:

Le poisson est moins bavard que le perroquet.
Le perroquet est plus bavard que le poisson.

3. After the reading has been studied, the student will answer any question based on it, using any of the new terms and the comparative structure.

X 4. The student will complete sentences with the correct form of nouveau(nouvelle, nouvel).

X 5. The student will translate a passage of the readings into English.

6. The student will correctly identify and use new vocabulary items introduced in the readings.

X 7. He prepares in writing and delivers orally a composition of about 100 words based on one of 3 suggested topics and using the comparative structure throughout.

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NINTH GRADE FRENCH I

LES OBJECTIFS, LEÇON 17

1. When asked a question of the type
"Qui est le/la plus (or le/la moins)... de..."
OR
"Quel (le) est le(la) plus (or le(la) moins)... de..."

the student responds with a sensible and correct statement

"Marie est la plus jolie de la classe."
OR
"La Cadillac est la plus grande voiture des États-Unis."

X 2. Given elements of the type
"C'est/animal, féroce/ménagerie" (M,F)
the student writes a correct, complete sentence in French in the superlative.

3. The student supplies the appropriate masculine, feminine, or plural form of the adjectives whose endings are the same as those charted on p. 130.

4. After the reading "La plus belle robe de la ville" has been studied, the student will answer any of the questions based on it using a variety of comparative, superlative, le même, la même, and new vocabulary.

5. The student will correctly identify and use new vocabulary items introduced in the reading.

X 6. The student will translate a passage of the reading "La plus belle robe de la ville" into English.

X 7. Given as a cue the topics on p. 133 involving the superlative, the student prepares in writing and delivers orally an original composition or conversation, using the superlative and comparative in many ways.

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NINTH GRADE FRENCH I

LES OBJECTIFS, LEÇON 18

1. The student correctly answers orally in both the affirmative and the negative questions which contain the plural noun (DES) on the pattern:

   Y a-t-il des élèves dans la classe? Oui, il y a des élèves dans la classe.

   (Non, il n'y a pas d'élèves dans la classe.)

   On the more advanced level, he may supply in his answer the plural DES:
   Qu'est-ce qu'il y a dans une serviette? Il y a des crayons, des examens, des papiers, etc.

X 2. The student will write negative answers to questions with the verb AVOIR and ÊTRE (exercices a la page 138):

   Y a-t-il un serpent au zoo? Non, il n'y a pas de serpent au zoo.

   Est-ce un groupe attentif? Non, ce n'est pas un groupe attentif.

3. Given sentences in the singular, the student rewrites them correctly in the plural making all necessary transformations (Regardez à la page 137):
   J'ai un animal favori. J'ai des animaux favoris.

4. The student correctly answers orally questions containing expressions of quantity (beaucoup de/assez de/trop de/un peu de/ quelques/ plein(e) de/ couvert(e) de), identifying the expression in English:

   Avez-vous quelques amis? Oui, j'ai quelques amis. (a few friends)

5. Given a written cue in English, the student completes a sentence in French with the correct expression of quantity (see list in #4):

   (enough) Avez-vous_____ argent?

6. Given a written cue in French, the student will correctly identify in English new vocabulary items from the lesson; given a written cue in English he will supply the correct French word.

7. After the reading "Une maison idéale" (à la page 139) has been studied, the student will correctly answer questions based upon it.

X 8. The student will put into English any part of the reading ("Une maison idéale").

X 9. Do either A or B: A. Using the suggestions on p. 145, the student will write a composition of about 100 words describing his house or apartment, his room, or an "ideal" home he might imagine. B. The student will draw a blueprint or make a model home, labeling the rooms (at least 6!) and all of the furnishings (20 items). The student will present a short description to the class en francais of his work.

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NINTH GRADE FRENCH I

LES OBJECTIFS, LEÇON 19 "AU SUPERMARCHÉ"

1. When you hear a sentence containing a singular noun (la table, le bureau, un meuble, une montre) you can change orally the nouns to the plural (les table, les bureaux, des meubles, des montres) making all necessary changes in the sentence. When given a plural noun, you can change it to the singular.

2. (Same as #1, but the sentence will be written)

3 When you hear a sentence containing nouns with the definite article (le, la, les) , you can change the definite article to the correct demonstrative adjective (ce, cet, cette, ces):

Le garçon est devant la classe. Ce garcon est devant cette classe.

4. (Same as #3, but with a written cue for a written response)

5. You can fill in blanks with the correct form of the "partitif" (de la, du, de l' des, de)

Je voudrais_____ glacé.

6. From the list of new vocabulary words given to you, you can explain the meaning of certain ones in French and use them in a sentence.

7. After this lesson's conversation "Au Supermarché" has been studied, you can correctly answer the questions following it.

X 8. You can put into English any part of the reading "Au Supermarché."

X 9. Do ONE of the following:
   a. Demonstrate en français the making of your favorite recipe, telling what ingredients are included, how much of each, how they are mixed together (à la Julia Child!)
   b. Une conversation dans un supermarché (Regardez à la page 154).
   c. Composition écrite: une description de votre supermarché préféré.
   d. Vos idées??

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NINTH GRADE FRENCH I

LES OBJECTIFS, LEÇON 20, "LES SAISONS DE L'ANNÉE ET LEURS OCCUPATIONS"

1. When asked questions orally in French which use the irregular verb FAIRE, you can answer in both the negative and affirmative forms with the correct form.
   Faites-vous du ski? Oui, je fais du ski.

   Où faisons-nous des courses? Nous faisons des courses au supermarché;

2. You can write the correct forms of the verb FAIRE in French sentences:

   On_____ des promenades après le diner.

3. When asked questions orally in French which use the irregular verb ALLER, you can answer correctly using both the negative and affirmative response. Où allez-vous maintenant? Je vais à la cantine.

4. You can write the correct forms of the verb ALLER in French sentences:

   Nous_____ avec nos amis au cinéma cet après-midi.

5. When asked questions orally in French which use the irregular verb DIRE, you can answer in both the negative and affirmative forms with the correct form:

   Dites-vous "Bonjour" dans la classe de mathématiques? Non, je dis

   "Bonjour" dans la classe de français!

6. You can write the correct forms of the verb DIRE in French sentences:

   Tu_____ "Au revoir" à la fin de la classe.

7. You can answer the question "Quel temps fait-il?" quickly and accurately using the following weather expressions:

   Il pleut; il neige; il fait froid; il fait chaud; il fait frais; il fait

   gris; il fait beau; il fait mauvais; il fait du vent; il fait du soleil.

X 8. Given sentences written in French, you can write in the correct idiomatic expression of FAIRE:

   faire attention; faire un voyage; faire la cuisine; faire du sport; faire des projets; faire une promenade; faire son nid; faire un château de sable; faire de la natation; faire du camping; faire de l'auto-stop; faire des sports d'hiver; faire du ski; faire la queue; faire des progrès.

X 9. In sentences which use the verb ALLER, you can fill in the correct expression:

   À LA, AU, À L' : Nous allons_____ école.
   Je vais_____ plage.

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NINTH GRADE FRENCH I

LES OBJECTIFS, LEÇON 21: "QU'EST-CE QUE VOUS AIMEZ FAIRE?"

1. When you hear questions which use the verbs HABITER, AIMER, ARRIVER, you can answer orally in both negative and affirmative using the correct form of the verb.

2. Given written questions using the verbs HABITER, AIMER, ARRIVER, you can correctly write appropriate answers using both the affirmative and negative forms.

3. When you hear questions which use the verbs DÉJEUNER, DÎNER, PRÉFÉRER, you can answer orally in both the negative and the affirmative using the correct form of the verb.

4. Given written questions which use the verbs DÉJEUNER, DÎNER, PRÉFÉRER, you can correctly write appropriate answers using both the affirmative and the negative forms.

5. When you hear questions which use the verbs PARLER, RESTER, TROUVER, you can answer orally in both the negative and the affirmative using the correct form of the verb.

6. Given written questions which use the verbs PARLER, RESTER, TROUVER, you can correctly write appropriate answers using both the affirmative and the negative forms.

7. Given a written cue in English, you can write in the correct form of the verbs listed in objective 1-6:

   (to have lunch)_____-vous à la cantine?

X 8. When you see a written answer using the verbs FAIRE, DIRE, ALLER, or any of the ER verbs in objectives 1-6, you can write the corresponding question, using the question words COMMENT, OÙ, POURQUOI, QUI QUAND (Exercise à la page 184):

   J'aime les animaux parce qu'ils sont gentils.
   Pourquoi aimez-vous les animaux?

9. Given a written adverb cue and a written question, you can write an answer to the question, placing the adverb correctly in your response:

   (quelquefois) Allez-vous à la plage? Je vais quelquefois à la plage.

X 10. You can write in the correct preposition (AU, À LA, À L'/ DU, DE LA, after the verb JOUER: (Exercise à la page 190)

   On joue _____ basketball.
   On Joue _____ flûte.

11. You can correctly complete sentences in French by writing in either the adverb MIEUX or the adjective MEILLEUR(E):

La cuisine de ma mère est _____ _____que la cuisine de la cantine

Le professeur parle _____ français que moi.

12. From the list of new vocabulary words and expressions given to you, you can appropriately use them in a sentence.

13. After the class has read and studied "Qu'est-ce que vous aimez faire?" (pages 186-187), you can quickly and accurately answer any of the questions following the reading (questions à la page 188).

14. You can put into English any part of the reading "Qu'est-ce que vous aimez faire?" (page 186)

15. FAITES "A" OU "B":

A. Imaginez que le reporter du journal de votre ecole vous questionne. Voilà les questions due reporter:

Qu'est-ce que vous aimez faire? Pourquoi?
Qu'est-ce que vous n'aimez pas--ou détestez--faire? Pourquoi?
Qu'est-ce que vous adorez faire? Pourquoi?
Comment trouvez-vous votre école, vos classes, vox camarades, vos professeurs, votre vie, et ainsi de suite?

B. Imaginez que vous êtes le reporter du journal de votre école. Interviewez une personne (un autre élève, un professeur, etc...) et publiez le résultat de votre interview.

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NINTH GRADE FRENCH I

LES OBJECTIFS, LEÇON 22: "LE GRAND CONCERT DES PUCES"

1. When you hear a sentence on the pattern "Je regarde la television" you can transform it using the direct object pronouns le/la/les/l' :
Je la regarde.

2. #1 in written form

3. When asked a question with a direct object such as "Preparez-vous le cahier?" you can answer quickly and accurately in both the negative and the affirmative using the direct object pronoun: Oui, je le prepare/Non, je ne le prepare pas.

4. #3 in written form.

5. When a classroom object or picture is shown to you and a question on the pattern "Ou est la serviette?" is asked, you can answer quickly and accurately using the direct object pronoun: Là voilà.

X 6. Given an answer, you can write the corresponding question, using the correct direct object pronoun in your question.

J'aime la plage. L'aimez-vous?
Est-ce que vous l'aimez?

7. Given an adverb cue, you can correctly write the answer to a question placing the adverb correctly in your answer, using the correct direct object pronoun:

(beaucoup) Aimez-vous les gateaux? Oui, je les aime beaucoup.

8. When you hear a question which contains TWO VERBS you can quickly and accurately answer the question, placing the direct object pronoun correctly:

Aimez-vous préparer les leçons?
J'aime les préparer/ Je n'aime pas les préparer.

9. #8 in written form.

10. From the list of new vocabulary words and expressions given to you, you can explain the meaning of certain ones in French and use them in a sentence.

11. After the class has read and studied the reading selection "Le Grand Concert des Puces" (198-199), you can quickly and accurately answer any of the questions following the reading.

X 12. You can put into English any part of the reading "Le grand concert des Puces."

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NINTH GRADE FRENCH I

LES OBJECTIFS, LEÇON 23: "BÂTISSONS UN CHÂTEAU DE SABLE"

1. When you hear questions which use the verbs FINIR, BRUNIR, BÂTIR, ROUGIR, AND RÉFLÉCHIR, you can answer orally, quickly and accurately in both the negative and affirmative using the correct form of the verb.

2. Given written questions which use the verbs FINIR, RÉFLÉCHIR, BÂTIR, BRUNIR, AND ROUGIR you can correctly write appropriate answers using both the negative and the affirmative forms.

3. When you hear questions which use the IR verbs GRANDIR, PÂLIR, SALIR, PUNIR, and CHOISIR YOU can answer orally, quickly and accurately, in both the negative and affirmative.

4. Given written questions which use the verbs GRANDIR, PÂLIR, SALIR, PUNIR, and CHOISIR, you can correctly write appropriate answers using both the negative and affirmative forms.

5. Given a written cue in English, you can write in the correct form of the ten -IR verbs listed in objectives 1-4.

   (to choose)_____-nous un nouveau chapeau?

6. You can substitute orally the pronoun "Y" in a sentence which contains the name of a place:

   "Je vais à la plage." J'y vais.

7. (#6 written)

8. You can answer questions orally using the pronoun "y" in your answer:
   Est-ce que votre cahier est dans le pupitre? Oui, il y est.

9. (#8 written)

X 10. Given a written answer which uses the -IR verbs and the name of a place, you can write a question which would logically lead to that answer, including the pronoun "y" in your question:
   Oui, je rougis à la plage. Y rougissez-vous?

11. You can answer questions which contain a direct object and the name of a place using "les y" or "l'y" in your answer. You can answer these questions orally, quickly and accurately.

12. (#11 written)

and expressions

13. From the list of new vocabulary words/given to you, you can appropriately use them in a sentence.

14. After the class has read and studied the reading "Bâtissons un château de sable," you can quickly and accurately answer any of the questions following the reading (questions a la page 226).

X 15. You can write in English any part of the reading "Bâtissons un château de sable" (P.P. 224-225).

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FRENCH II - GRADE 9

REVIEW UNIT

Following is a list of the objectives for the Review Unit. Those objectives marked with an " X " are Advanced Objectives.

In French, understandable to the native ear, the student will:

1. correctly ask someone's name and identify himself by name in answer to the question Comment vous appelez-vous?

2. correctly answer the question Comment allez-vous? and ask that question of a fellow student.

3. provide a correct oral response of the form C'est un/une... in answer to the question Qu'est-ce que c'est? (from a list of 20 classroom objects).

4. will answer the question Qui est-ce? (when the teacher points to a person in the class) with the following form: 1) C'est Lise/Roger, 2) C'est une fille/un garçon, 3) C'est elle/lui.

5. identify an object (C'est un stylo) and then correctly use the possessive de when given a visual cue that the identified object belongs to a person (C'est le stylo de Roger).

6. orally perform addition, subtraction, and multiplication problems in French using the numbers from 1-1000.

7. upon hearing the French sound, write any of the letters or accents.

8. supplying the correct articles and imposing a logical order use the prepositions of location (sur, sous, dans, devant, derrière, entre, par terre) and make complete sentences from 3 words of the type: table/sur/stylo; Le stylo est sur la table.

9. in response to a question of the type Comment est Michel/le programme?, correctly answer with the appropriate pronoun Il est (masculine) Elle est (feminine).

10. having been supplied an adjective with which to respond, use the correct form of that adjective (masculine or feminine) in answer to a question of the type Comment est Lise? (Elle est petite)

X 11. correctly write any numerical expression of time given to him (2:15, 8:45 etc.)

12. when asked about the ownership of objects of both masculine and feminine gender respond orally in complete utterances using mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs.

X 13. in written form, when given an English cue, complete a sentence in French by supplying the correct form of the possessive adjective (see list above): (his) michel cherche parapluie.

X = Advanced Objectives

X 14. present orally, in French understandable to the native ear, a description of "un costume" that another student models to the class. The description will include at least 6 items of dress, their materials, prints, and colors, and perhaps where the ensemble might be worn and personal comments on it (Il est très à la mode, n'est-ce pas?)

15. when presented with any familiar situation involving comparison, correctly use the appropriate form of plus...que/moins...que/aussi... que or meilleur que/aussi bon que/ moins bon que, as the situation requires and with agreement of the adjective.

X 16. Given elements of the type:

le poisson le perroquet (bavard)

compose a comparative sentence, in writing, using plus...que, and a comparative sentence using moins...que, with all known adjectives, including bon.

17. answer questions using the superlative of the type:

Qui est le plus grand de la classe?
Lise est-elle la plus âgée de la classe?

with agreement of the adjective in an appropriate and complete utterance.

X 18. Given elements of the type:

C'est/animal/féroce/ménagerie
Lise/est/bavarde/groupe

write a complete utterance using the superlative expressions le plus/ la plus; le moins/la moins; le meilleur/la meilleure.

C'est l'animal le moins féroce de la ménagerie.
Lise est la plus bavarde du groupe.

19. Upon hearing a sentence of the type Le magasin est dans la rue, change each definite article to the appropriate demonstrative adjective (ce,cet, cette, ces): Ce magasin est dans cette rue.

X 20. Given a series of partial sentences which can be completed with the addition of the partitive, correctly complete them with de la, de l', du, des, or de as required by the context of the sentence.

21. correctly use all of the forms of FAIRE, DIRE, ALLER by transforming a singular pronoun and its verb to the plural, and vice versa: Je vais à l'école > Nous allons à l'école.

X 22. complete French sentences with the correct written forms of FAIRE, DIRE, ALLER.

23. given oral questions with verbs of the first group, answer them using all persons as the question requires giving affirmative and negative answers:

publier	trouver	téléphoner	signifier
aimer	danser	parler	rêver
étudier	détester	acheter	représenter
préparer	passer	décider	rencontrer
écouter	adorer	dessiner	arriver
travailler	préférer	décorer	déjeuner
espérer	habiter	chanter	dîner
regarder	jouer	examiner	parler
penser	gagner	voyager	rester

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FRENCH II - GRADE 9

PROGRES 1, LES OBJECTIFS

OBJECTIVES

The student will be able to:

1. Given as an oral cue a sentence in the present tense with être, transform it into the past tense with the imparfait, on the pattern:
   Je suis fatigué > J'étais fatigué.
   He will do this with affirmative (see above), interrogative (est-ce?/ était-ce?), and negative ce n'est pas/ce n'était pas) sentences.

2. Same as #1, but with a written cue, in written form

3. Asked a question using the imparfait of the verb être, correctly answer:
   Étiez-vous en classe hier? Oui, j'étais en classe hier.
   Non, je n'étais pas en classe hier.

X 4. Given as an oral cue a statement in the imparfait with the verb être, formulate the corresponding question with où, pourquoi, or comment:
   À six heures, j'étais à la maison. Où étiez-vous à six heures?

5. Given as an oral cue a sentence in the present tense with the verb avoir, transform it into the past tense imparfait, on the pattern:
   J'ai faim à midi. J'avais faim à midi.
   Do this with affirmative see above) negative, and interrogative forms.

6. Same as #5, but with a written cue, and done in written form.

X = Advanced Objectives

7. Asked a question using the imparfait of AVOIR, correctly answer: "Aviez-vous un tricycle quand vous étiez petit? Oui, J'avais un tricycle quand j'étais petit. ET Non, je n'avais pas de tricycle quand j'étais petit.

X 8. Given as a cue a statement in the imparfait, formulate the corresponding question with quand, qui, or pourquoi:
Dimanche dernier, j'avais besoin de cinq dollars
Quand aviez-vous besoin de cinq dollars?

9. Given as an oral cue a sentence with the verb au présent, transform the verb to the passé composé. Do this with affirmative, interrogative, and negative forms:
Aujourd'hui je prépare un examen. Hier, j'ai préparé un examen.

10. Same as #9, but with a written cue, in written form.

11. Asked a question containing one verb in the imparfait and one au passé composé, correctly answer:
Denise, était-elle à la maison quand vous avez telephone?
Oui, elle était à la maison quand j'ai téléphoné.
Non, elle n'était pas à la maison quand j'ai téléphoné.

X 12. Upon hearing a sentence followed by an adverb cue, repeat the sentence correctly placing the adverb:
Elle a dansé. (beaucoup) Elle a beaucoup dansé.

13. Given as an oral cue a sentence with the verbs dire, faire, entendre, voir, prendre (comprendre), mettre (promettre)and in the present tense, repeat the sentence, transforming the verb to the passé composé. Do this with affirmative, interrogative, and negative forms:
J'entends la télévision > J'ai entendu la télévision.

14. Same as #13, but with written cues, in written form.

15. Correctly complete sentences, supplying the form of tout (tous, touts, toutes) whose meanings are "all," "the whole", "every", or "each":

J'ai une leçon de musique_____les semaines.

16. Ready the selection "C'était la rentrée" (p.17), and prepare for oral presentation all of the questions following the selection (p.18):

X 17. Write the English meaning for any part of "C'était la Rentrée" (p.17)

X 18. Having read "Perspectives sur Paris, ou La Tour Eiffel, et quoi d'autre?" write out the answers to either the even-numbered OR the odd-numbered questions, pp. 33-34.

X 19. Using the readings "Perspectives sur Paris" and "C'était la rentrée" do ONE of the following activities:

a. prepare a monologue in which you are "un guide de Paris", telling a group some interesting facts about several monuments in the capital (4 min. visual aids)

b. prepare an original conversation of tourists in Paris for the first time (with props)--(avec marionettes?)

c. learns a part of the well-known poem, named from a bridge in Paris, "Le pont Mirabeau" (p.36)

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FRENCH II - GRADE 9

PROGRÈS 2

OBJECTIVES

The student will be able to:

1. when asked questions in the passé composé using one of the - ER verbs listed below, answer these questions (both affirmatively and negatively).

publier	trouver	téléphoner	signifier
aimer	danser	parler	rêver
étudier	détester	acheter	représenter
préparer	passer	décider	rencontrer
écouter	adorer	dessiner	arriver
travailler	préférer	décorer	déjeuner
espérer	habiter	chanter	dîner
regarder	jouer	examiner	rester
penser	gagner	voyager	

2. when hearing sentences containing one of the IR verbs listed below in the present tense, change these sentences into the passe compose (affirmative, interrogative, and negative forms).

finir	choisir	rougir	salir
réussir	bâtir	grandir	démolir
	rebâtir	pâlir	brunir
réfléchir	obéir		

3. Same as #2 but with a WRITTEN cue, in WRITTEN form.

4. When hearing sentences containing one of the RE verbs below in the present tense, change these sentences into the passé composé.

attendre	descendre	rendre	perdre
entendre	vendre	répondre	interrompre

5. Same as #4, but with a written cue in written form.

X 6. Given written cues in English, write in the correct subject and verb form (verbs to be taken from the lists with objectives 1, 2, and 4).

as-tu étudié
(did you study) avez-vous étudié _____ samedi matin?

7. When asked questions in the present tense using the verb SAVOIR (to know), answer them correctly.

8. Given a written sentence in French, fill in blanks with the correct form of SAVOIR in the present tense.

X = Advanced Objectives

9. When asked questions in the present tense using the verb CROIRE (to believe), answer them correctly.

10. Given a written sentence in French, fill in the correct form of CROIRE in the present tense.

11. When asked questions in the present tense using the verb VOULOIR (to wish, to want) answer them correctly.

12. Given a written sentence in French, fill in blanks with the correct form of VOULOIR in the present tense.

X 13. Given a written cue in English, supply in an incomplete French sentence the correct form of the French verb SAVOIR, CROIRE, or VOULOIR.

14. When hearing sentences in the present tense with the verbs SAVOIR, CROIRE, VOULOUR, PENSER, AIMER, ESPÉRER, PRÉFÉRER, change them into the imparfait past tense.

15. same as #14, but with written sentences.

X 16. correctly answer questions using any of the verbs studied so far in the passé composé and the imparfait.

X 17. in sentences in which the direct object (D.O.) of the verb is in front of the verb (the D.O. Precedes the verb), use the past participle of the verb (écouté, fini, attendu, etc.) in agreement in gender and number with the preceding direct object.
Example: P.P. D.O. D.O. P.P.
J'ai fini la conversation Je l'ai finie.

18. when asked questions in the présent with the verbs PARTIR (to leave), SORTIR (to go out), AND VENIR (to come,)answer them correctly.

19. given sentences in French, write in the correct forms of PARTIR, SORTIR, and VENIR in the présent.

20. when hearing sentences containing one of the verbs of movement in the present (arriver, partir, entrer, sortir, venir, monter, descendre, tomber, retourner, rester), change these sentences into the passé composé (with the verb ÊTRE).

21. Same as #20, but with a WRITTEN cue, in written form.

22. After reading "Le journal parlé de Radio-France"(pp. 49-50) and preparing all of the questions following the selection (p. 51), answer orally about 3 of the questions.

X 23. write the English meaning for any part of "Le journal parlé de Radio-France."

24. re-write(into the p.com.) sentences with a variety of verbs in the présent. (Some verbs will be - ER, - IR, - RE, irregular, conjugated with AVOIR, or conjugated with ÊTRE.)

25. Répondez aux "Questions sur les Informations culturelles" (p. 54). Les réponses sont à la page 50 dans la section "Qu'est-ce que c'est? (Informations sur la France et la culture)."

26. After reading "Plaisir de la pierre où Les chateaux de France," write out the answers to selected questions: p. 67.

27. Use the French learned to explain the new vocabulary items listed on the "NOUVEAU VOCABULAIRE" sheet.

28. Choisissez UNE des lettres suivantes:
    a. Faites une des compositions à la page 55.
    b. Préparez une présentation sur les châteaux de France (avec photos, etc.).
    c. Imaginez que vous êtes touriste dans un château (ou des châteaux) de France: Votre conversation?
    d. VOS IDÉES?

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FRENCH II - GRADE 9

PROGRÈS 3

OBJECTIVES

The student will be able to:

1. when hearing sentences with the verb ÊTRE in the present tense, orally transform these sentences into the future tense.

2. when hearing sentences with the verb AVOIR in the present tense, orally transform these sentences into the future tense.

3. given sentences written in the present tense containing the verbs ÊTRE AND AVOIR, re-write these sentences in the future tense.

4. answer quickly and accurately questions using the future of the verbs ÊTRE and AVOIR.

5. when hearing sentences with the verbs ALLER and FAIRE in the present tense, orally transform these sentences into the future tense.

6. given sentences written in the present tense using the verbs ALLER and FAIRE, re-write these sentences in the future tense.

7. when hearing sentences with the verbs VENIR and VOIR and SAVOIR in the present tense, orally transform these sentences into the future tense.

8. given sentences written in the present tense and containing the verbs VENIR, VOIR, and SAVOIR, re-write these sentences in the future tense.

9. answer quickly and accurately questions using the verbs ALLER, FAIRE, VENIR, VOIR, and SAVOIR in the future tense.

10. given sentences written in the present tense with the verbs ETRE, AVOIR, ALLER, FAIRE, VENIR, VOIR, and SAVOIR, re-write these sentences in the future tense, USING THE FUTURE AFTER "QUAND" BUT NOT AFTER "SI."

11. when hearing an answer containing any of the verbs in the future tense, orally supply the corresponding question, using the question words QUAND, QUI, OÙ, POURQUOI, and COMMENT.

12. when hearing sentences with any of the -ER verbs in the present tense (see list, objective sheet for PROGRÈS 2), orally transform these sentences into the future.

13. given sentences written in the present tense with any -ER verb, re-write these sentences in the future tense.

X = Advanced Objectives

14. when hearing sentences with any of the -IR verbs in the present tense (see list Progrès 2), orally transform these sentences into the future.

15. given sentences written in the present tense with any of the -IR verbs, re-write these sentences in the future tense.

16. when hearing sentences with any of the -RE verbs (see objective sheet, PROGRÈS 2), orally transform these sentences into the future.

17. given sentences written in the present tense with any -RE verb, re-write these sentences in the future tense.

18. answer quickly and accurately questions using the future tense of any verbs studied.

19. given sentences written in the present tense with the verbs ÊTRE, AVOIR, ALLER, FAIRE, VENIR, VOIR, SAVOIR, and any of the -ER, -IR, and -RE verbs, rewrite these sentences into the future tense.

20. given a verb cue in the future tense in English, supply the correct French expression. Verbs included are those studied in this lesson (see objectif 19).

21. after reading "Quel sera votre avenir? ou Une visite chez la tireuse de cartes" (aux pages 82-83) and preparing all of the questions following the selection (p. 84), answer orally about three of the questions.

22. write the English meaning for any part of "Une visite...."

23. repondez aux "Questions sur les Informations culturelles" (p. 87). Les reponses sont à la page 83 dans la section "Qu'est-ce que c-est?" Ecrivez ces reponses!

24. given sentences to complete with a form of the possessive expression, supply the correct expression.

25. after reading "Pays du pittoresque ou un rêve de peintre," write out the answers to the questions (p. 96).

26. use the French learned to explain the new vocabulary items listed on the NOUVEAU VOCABULAIRE sheet.

27. DICTÉE: "Votre avenir": When you hear a passage read which uses the future tense, the vocabulary items and new expressions found in "Une visite...," write what you hear (with a high degree of accuracy).

28. Choisissez UNE des lettres suivantes:
    a. Faites une des compositions à la page 87: Une conversation chez la tireuse, Votre avenir, dans 10 ans?
    b. Apprenez quelques proverbes en français.
    c. Préparez une présentation suggérée (suggested) à la page 97:
       --Interpretation artistique du "Pays de pitteresque"
       --Une description de votre region.
       --Une recapitulation (un résumé) du "Pays du pitteresque" (pp. 88-95)

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FRENCH - II GRADE 9

PROGRÈS 4 - FENÊTRES SUR LA FRANCE

OBJECTIVES

The student will be able to:

1. when hearing a sentence which contains a direct object, repeat the sentence, replacing the direct object with a pronoun (le, la, les l'):
   Nous coupons les cartes. Nous les coupons.
   Je consulterai le livre. Je le consulterai.
   Henri n'a pas changé la date. Henri ne l'a pas changé.

2. when hearing a sentence which contains an indirect object, repeat the sentence, replacing the indirect object with the appropriate pronoun (lui, leur):
   Je répondrai à ma grand-mere. Je lui répondrai.
   Vous avez téléphoné à vos amies. Vous leur avez téléphoné.

3. given written sentences which contain both direct and indirect objects, re-write the sentence, replacing these objects with the correct object PRONOUN (le, la, les, l', lui, leur).

4. when asked a question which contains a direct or indirect object, answer the question, replacing the object with a direct or an indirect object pronoun:
   Prêtez-vous la blouse? Qui, je la prête. Non, je ne la prête pas.
   Est-ce que je donnerai mon argent à ma soeur? Oui, vous le donnerez à votre soeur.

5. answer questions using the object pronouns me, te, nous, and vous:
   Est-ce que vous me regardez? Oui, je vous regarde.
   Est-ce que je vous remercie? Oui, vous me remerciez.

6. (#4 et #5 écrit.)

X 7. given an answer which contains a direct or indirect object noun, write the corresponding question containing the appropriate object PRONOUN:
   Je sais la reponse. La savez-vous?

8. when hearing a sentence which contains a preposition (à, sur, dans, sous, entre, devant, derrière, contre, etc.) plus an object, replace them when appropriate with the pronoun "y":
   Je suis dans la classe. J'y suis.

9. (#8 ecrit).

X = Advanced objectives

10. when hearing a sentence which contains an object introduced by some form of DE (de l'argent, du pain, des bonbons, etc.) OR a number (un, deux, etc.) OR an expression of quantity (un peu de, beaucoup de, assez de, etc.) replace the noun by the PRONOUN "en":
Il y a un bon film cette semaine. Il y en a un cette semaine.
Tu as des bonbons. Tu en as.

11. (#10 Written

12. (a recombination of all the pronouns so far in this lesson): given written sentences which contain direct and indirect object nouns, re-write these sentences replacing the noun with le, la, les lui, leur, y, or en (only one replacement per sentence, now.)

13. when hearing sentences which contain BOTH a direct and an indirect object noun, change both of these nouns to PRONOUNS, always placing the LE, LA, LES, L' BEFORE lui, leur: Je donne le livre à Paul.
Je le lui donne.

14. (#13 écrit)

15. answer questions, using both the direct and the indirect object pronouns in the answer: Donnez-vous votre composition au professeur?
(Oui, je la lui donne. Non, je ne la lui donne pas.)

16. (#15 écrit)

17. answer orally questions placing the pronouns ME, TE, NOUS, VOUS BEFORE the pronouns LE, LA, LES in your answer:

18. (#17 écrit)

19. answer questions orally with the pronouns le, la, les, lui, leur, y, and en, placing in your answer le/la/les BEFORE "y" and lui /leur before "en":
Mettez-vous le livre sur la table? Oui, je l'y mets. Non, je ne l'y mets pas.

20. (#19 écrit)

21. after reading "Le français dans le monde" (pages 121-122) and preparing answers "en bon français" to all of the questions following the selection (p. 122) answer orally three of the questions.

X 22. write the English meaning for any part of "Le francais dans le monde."

X 23. Preceding the names of cities and countries, fill in the correct preposition (à, en, au, aux). See explanation p. 123:

Nous sommes _____Amérique.

X 24. Écrivez les reponses aux "Questions sur les informations culturelles" (p. 125). Vous trouverez ces reponses à la page 122 dans la section intitulée ("Qu'est-ce que c'est?")

X 25. Écrivez les reponses aux questions paires (even) ou impaires (odd) sur "Une escale exotique à Martinique." (126-136)

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SPANISH I - GRADE 9

UNIT I - BASIC DIALOGUES (PP.1-5)

Goals

1. To introduce the student to the sound patterns of the Spanish language through dialogues.

2. To point out the most significant distinctions between the sound system of the Spanish language and that of the English language.

OBJECTIVES

The student will be able to:

BASIC

1. memorize and orally recite the dialogs on pp. 1,2,3,4, and 5 with good intonation and pronunciation so as to be understood by a native speaker. There are five dialogues, I, II, III, IV, and V.

2. answer questions orally based on the dialogues to demonstrate comprehension of the Spanish.
Ex. Dia logue I: Donde esta Susana? Ans. Susana esta en casa.

3. write the dialogues that have been mastered and spell correctly in a dictation.

4. differentiate between a given Spanish sound that the student will hear from a similar English sound. This will be a test the student will use the audio-lingual head set.

5. distinguish correctly between the Spanish single "r" sound and the double "r" sound contained in Spanish words that he hears.
Ex: dialogue IV - pero - perro page 4.

ADVANCED

6. identify common room objects either from a series of pictures or from other visual clues.

7. ask someone's name in Spanish and also identify himself in Spanish.
Ex: ¿Cómo te llamas? Me llamo Juan.

8. upon hearing the numbers in Spanish from one to fifteen, the student will write the corresponding numeral.

9. identify the Spanish speaking countries in Latin America and their capitals by correctly placing them on a map provided for this activity. Spelling correctly with 100% accuracy is required.

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SPANISH I - GRADE 9

UNIT II - "NECESITO PRACTICAR INGLÉS" (ALM)

Goals

1. To reinforce the sound patterns of the Spanish language through dialogues.

2. To develop the comprehension of Spanish through the learning of grammatical concepts and vocabulary.

OBJECTIVES

The student will be able to:

BASIC

1. memorize and orally recite the dialogue "Necesito practicar inglés" with good intonation, pronunciation and fluidity so as to be understood by a native speaker. This will be all of the dialogue on page 7 of the textbook.

2. given questions orally about the dialogue, the student will answer correctly to demonstrate comprehension of the Spanish.
   Ex: questions on page 9 -¿Quién no llega de la escuela?
   page 20 ¿Blanca o la chica americana?

3. given a visual and/or verbal cue, the student can spell correctly the new words in the supplement on page 8.
   Ex: maestra, señora, señorita, español, francés, etc.

4. spell correctly the vocabulary contained in the dialogue from a dictation, page 7 of the textbook.

5. given a verbal or written cue, the student can correctly select the subject pronoun. page 15 ex: usted y yo = nosotros

6. given a simple sentence which includes an "a" class verb in the present tense, the student can change the verb ending as the subject is changed. Testing will be orally and written.
   Ex: Llegan mañana. (you) Llega mañana.

7. given simple affirmative sentences, the student will restate them in the negative form. page 14. The student will be tested orally and written.
   Ex: Hablamos aleman. = No hablamos alemán.

ADVANCED

8. write an original conversation using vocabulary from Unit I and Unit II.

9. answer the questions based on the dialogues in the Recombination Material page 21, 11, orally and written.

10. originate a crossword puzzle using the vocabulary found in the unit - dialogue and supplement pages 7 and 8.

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SPANISH I - GRADE 9

UNIT III - "EL DÍA DE LA MADRE"

Goals

1. To introduce the student to the sound patterns of the Spanish language through dialogues and additional vocabulary.

2. To explain the pronunciation and use of verbs with stem alterations.

3. To describe the use of gender and the definite article in all the forms.

4. To recognize word order in Spanish for statements and yes/no questions.

OBJECTIVES

BASIC

The student will be able to:

1. listen, repeat and memorize the dialogue with good intonation, pronunciation and fluency so as to be understood by a native speaker. This will be the whole dialogue on page 27.

2. answer questions orally based on the dialogue so as to demonstrate comprehension of the dialogue. Questions will be those on page 29. #1, and page 31, #4. These questions will also be given in re-combination form.

3. spell all the dialogue and the supplementary vocabulary on page 27 and page 28 correctly on a written exam. Ex: This will include numbers from one to twelve and the days of the week as well as additional vocabulary on those pages.

4. distinguish between a given Spanish sound and an English sound on a listening test with the use of the audio-lingual tapes. This will signify sound discrination.

5. spell correctly the "ar" verbs both regular and irregular forms with stem changes. This will include verbs such as: caminar, comprar, apretar, cerrar, empezar, pensar and tener.

6. tell the correct time in Spanish orally and written when given a verbal cue or a visual clue. Ex: ¿Qué hora es? 8 o'clock. Son las ocho.

7. use the correct form of the definite article when given a noun in the singular and plural forms and masculine and feminine genders. This will be from written cues. pp. 33-37

   Ex: carro - el carro
   puerta - la puerta

8. write a Spanish sentence using correct word order for statements and in forming question sentences. Given a statement, the student will restate it into a question and given a question sentence, the student will reform it into a statement sentence. pp 39-40

    Ex: No, el lunes no es el Día de la Madre. ¿'Es el lunes el Día de la Madre?

ADVANCED

9. write an original conversation using the vocabulary contained in Units I, II, III, if useful.
    Ex: A conversation with two people about Mother's Day in the United States.
        a. When it occurs, month, days
        b. Presents to mother
        c. Shopping at stores

10. answer questions asked in the Recombination Material dialogues, I, II, III, IV, in complete sentences. pages 41-43

11. the student will prepare a Spanish calendar for the year 1973 correctly spelling the months and the days of the week. This is to be done neatly on colored paper other than notebook paper. The student will affix a picture depicting Spanish life or culture or will contain a picture typical of the month of the year.

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SPANISH I - GRADE NINE

UNIT IV - "LA NUEVA ESCUELA"

Goals:

1. To introduce the student to the sound patterns of the Spanish language through dialogues and vocabulary.

2. To use correctly both oral and written forms of the present tense of the verb "ser"

3. To use the Spanish indefinite article in all of its forms.

4. To use Spanish adjectives correctly.

5. To use information questions correctly in Spanish.

OBJECTIVES

BASIC

The student will be able to:

1. listen, repeat, and memorize for oral recitation the complete dialogue with good intonation, pronunciation and fluency. p. 47.

2. answer questions orally and in writing based on the dialogues on page 49. #1 and #3.

3. spell correctly all the vocabulary in the dialogue in recombination form. page 47.

4. spell correctly all the vocabulary in the supplement on page 48.

5. write correctly the verb "ser" in all of its person-number changes on a written test using the pronouns as a cue. p. 50.
   Ex: Yo soy Pedro.

6. write correctly the indefinite article in all the singular and plural forms based on either masculine or feminine nouns. pp. 51-52.
   Ex: un companero, una companera, unos companeros
   unas companeras.

7. Write correctly adjectives with agreement to the noun depending on whether the noun is masculine or feminine gender, singular or plural forms and the additional special uses of the adjectives. pp. 53-60
   Ex: El chico es pretencioso. La chica es pretenciosa.
   Los chicos son pretenciosos. Las chicas son pretenciosas.

8. construct information questions by choosing the correct Spanish interrogative word openers in both singular and plural forms when given a statement sentence.
   Ex: Don Pedro es el maestro. ¿Quién es el maestro?

ADVANCED

9. after reading the Recombination Material on pp. 63-65, the student will write the answers to the dialogues I, II, IV in Spanish in complete sentences.

10. write the correct responses on a listening test to determine which is the correct rejoinder to the sentence or phrase given. This will be a multiple choice selection, using the audio lingual tapes.

11. prepare an original clothing catalogue on colored paper. Cut out pictures of clothing from magazines and label them with the correct Spanish name for the article. Additional vocabulary will be supplied to you. pp. 48 and 70. for aids.

12. write a paragraph about your school. Include the following items:

    a. Is your school large or small?
    b. Are all your teachers nice?
    c. Are most of the students nice?
    d. Are there many students in the school.
    e. Where is the school located?
    f. Are both boys and girls in the same class?
    g. Do you wear a school uniform?
    h. What grade are you in?
    i. Draw a picture of your school on the paper.

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SPANISH I - GRADE 9

UNIT V - "LOS PROBLEMAS DE PEDRITO"

Goals:

1. To learn the Spanish language of standard cultural speech, that is culturally authentic and depicts a situation through dialogs.

2. To learn the importance of stress on Spanish syllables which is necessary for correct pronunciation of the Spanish language.

3. To use the verb "estar" which corresponds to the English verb "to be" and stem alteration of "a" class verbs from o-ue.

4. To form information questions, make contractions of the definite article, the use of "de" in forming possession, and the use of the "personal "a".

OBJECTIVES

BASIC

The student will be able to:

1. orally recite the basic dialog with good intonation, rhythm, and pronunciation so as to be understood by a native speaker. (parts 1 and 2 on page 69.)

2. answer questions orally, based on the dialogue, with comprehension.

3. write and spell correctly and accurately questions based on the dialogue. Example: ¿A quienes llama Pedro? answer: Pedrito llama a Mama y a Tía Luisa.

4. be able to take a test on the spelling of the vocabulary in the supplement both in Spanish and English. p. 70.
   Ex: stadium - estadio barato - cheap
   dining room - el comedor caro - expensive

5. write the dialogue accurately from dictation in a recombination paragraph.

6. write the antonyms of words in the unit. (opposites) page 71.
   Ex: mayor - menor, simpática - antipática
   alto - bajo, pequeña - grande.

7. use the verb "estar" in the written form with the person-number changes. pages 72, 73.

8. choose the correct form of the verb estar in a listening comprehension test with the use of the earphones and tape.

9. use the correct Spanish questions after receiving a series of statements with the underlined portions to aid in forming the questions. pages 73, 74, 75.
   Ex: Compran tres boletos. Ans: ¿Cuántos boletos compran?

10. fill in the blank with the correct contraction of the definite article. a + el = al, de + el = del.
    Ex: vamos al cine.
        Es la camisa del maestro.

11. form the possession with "de" correctly in sentences from English sentences to Spanish sentences pp. 77, 78
    Ex: The teacher's hat is pretty.
        El sombrero de la maestra es bonito.

12. use the personal "a" correctly in a test which will have a variety of sentences some which will require the personal "A" and some which will not. pages 78, 79.
    Ex: Busco _____ el comedor.
        Busco __a__ Maria .

13. use the verbs correctly in a written test which are the verbs that are the "ar" verbs found in this unit. They consist of regular "ar" verbs as well as those which are stem-changing verbs - o-ue, u-ue on pages 79, 80, 81. Also verbs in blue box on page 70, arreglar, buscar, gritar, limpiar, costar, encontrar, recordar, jugar.

14. in a listening comprehension test, using the tapes, determine the correct response in using the correct form of the verbs in objective 13.

ADVANCED

15. you will be given a series of sentences in English which you will change to Spanish. These sentences will use vocabulary from previous units. You will spell this vocabulary correctly.
    Ex: My shoes hurt a lot; I can't walk any more. - Me aprietan mucho los zapatos; no puedo caminar mas.

16. answer questions based on the supplementary dialogues on a written test to signify comprehension page 82, 83. Your answers must be in complete sentences.

17. write an original conversation using the vocabulary learned in any of the units mastered as of this time. It will consist of not less than six sentences nor more than eight sentences.

18. give an oral skit with a partner during time alloted in class illustrating how someone can enter a store to buy an article from the shopkeeper. This skit can be based on dialogue II on page 83. This is a good example of bargaining.

19. write out the rules for the proper use of stress with Spanish words. pages 84, 85, 86. Take a test illustrating their use.

20. draw a floor plan of your house. This will be done neatly and not on notebook paper with lines. All rooms will be labeled.

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SPANISH I - GRADE 9

UNIT VI - ALBUM DE FAMILIA

Goals

1. To use Spanish language of standard, contemporary speech, that is culturally authentic and depicts a situation through dialogue.

2. To write Spanish sentences correctly, using the correct structure forms for comprehension of written material.

3. To use the verbs "ser" and "estar" with predicate nouns and adverbs and with predicate adjectives.

4. To use the diminutives "ito" with nouns and the suffix "isim" as superlatives with adjectives.

5. To use the verbs "ir" and "dar" in the present tense.

6. To make spelling changes with suffixes, as needed.

OBJECTIVES

The student will be able to:

BASIC

1. listen to, repeat, and memorize for oral recitation in Spanish, the dialogue on page 89 of the textbook. (This will be done with good rhythm and pronunciation)

2. answer questions orally based on the dialogue (p.89), using the vocabulary contained in the dialogue. (Based on questions on page 91)

3. memorize the supplementary words on page 90 of the textbook as a vocabulary builder and structure base for a spelling test either from English to Spanish or from Spanish to English.

4. distinguish between the verb "estar" and the verb "ser" in sentences with predicate nouns and adverbs. On a test the student will correctly fill in the blank as well as write sentences from questions asked.
   Ex: Juan_____médico. Juan es médico.
   John is a doctor? Es médico Juan?

5. illustrate the use of suffixes in making adjectives superlative and in making nouns diminutive. The student will do this on a test covering this grammatical concept. (pp. 99, 100, 101)
   Ex: casa - casita, abuelo - abuelito
   grande - grandísimo, feo - feísimo

6. memorize the irregular construction of the verbs "ir" and "dar" in the present tense in order to use them correctly on a test in which you will be required to "fill in the blank" as well as to use the verbs in writing sentences or in answering questions using the verbs. (pp. 101. 102. 103).
   Ex: Adonde_____tú? Adonde vas ?(tú) "ir"
   (yo) _____una fiesta. (yo) doy una fiesta. "dar"
   Ex: Are we going to the dance? Vamos al baile?

7. a. write the answers to questions based on the supplementary dialogues (recombination material)
   b. answer the questions orally for an oral examination. pp. 104,105.

8. read the narrative paragraph on page 105 in the textbook to
   a. select the words that are cognates and then hand them in to the teacher;
   b. answer questions based on the narrative both orally and in writing. p. 106;
   c. translate the paragraph from the Spanish into English.

9. construct sentences using items given by teacher such as selected nouns, adjectives, and verbs. Student will do this by supplying definite articles, verbs, and correct adjective agreement. (p.103)
   Ex: prima/linda/ foto. - Mi prima está linda en la foto.

10. take a listening test, using the audio-lingual earphones, in which he will select the correct response from a multiple-choice list of possible responses.

ADVANCED

11. make a crossword puzzle using the vocabulary in Unit 6 as well as vocabulary from other units.

12. make a family album. Do this either by drawing family members on a large piece of heavy paper or by cutting out pictures from magazines of family members or by taking actual pictures of your family and mounting them on heavy cardboard. These pictures will be labeled appropriately: abuelos, tios, primos, hermanos, hermanas, madre, padre, etc.

13. a. translate from Spanish to English an article which will be provided.
   b. also answer questions on the translated article.

14. write a paragraph about his/her family, giving the following information:
   a. Where you are from: - (what state?)
   b. What nationality you are - (americano, etc.)
   c. How many brothers and sisters do you have? What are their names and ages?
   d. How many aunts and uncles, cousins, grandparents you have?

15. write in complete sentences all the exercises in Free Response: #13, p. 95; #20 p. 98; #21, p. 99.

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SPANISH I - GRADE 9

UNIT VII - "CON CONCHITA: DURANTE EL RECREO"

Goals

1. To use Spanish language of standard, contemporary speech, that is culturally authentic and depicts a situation through dialogs.

2. To write Spanish correctly using the correct structure forms for comprehension of written material.

3. To use correctly descriptive adjectives, prepositions, pronouns and verbs.

OBJECTIVES

The student will be able to:

BASIC:

1. orally recite the dialog without hesitation, with good intonation, pronunciation so as to be understood by a native speaker. Complete dialogue, page 109; of textbook.

2. answer questions based on the dialogue orally and written. page 111, #1 (8 questions) and #3 (7 questions)

3. memorize the vocabulary words contained in the supplement on page 110 for a written test, either in English to Spanish or from Spanish to English.

4. correctly write the names of Spanish colors on a written test from either a visual clue or a written clue. p. 110

5. identify descriptive adjectives and use them in their correct position in Spanish sentences in relation to the nouns they modify-singular and plural forms - on a written test: pages 112, 113.
Ex: Busco un panuelo verde; Busco unos panuelos verdes.

6. identify and memorize the prepositions that are simple prepositions as well as compound prepositions and use them on a written test. Pages 116 and 117.
Ex: en, con, sin, para - (simple)
delante de, detras de - (Compound)

7. learn to identify the Spanish pronouns for a written test when the pronouns are objects of the preposition. pp. 117,118.
Ex: Es la carta para mi? Si, es para ti.
Vamos contigo. - No, vamos conmigo.

8. memorize the construction of regular "er" class verbs in the present tense in all of their person-number endings (for a written test). pp. 119, 120, 121. Ex: comer, leer, deber.

b. memorize the construction of regular "ir" class verbs in the present tense in all of their person-number endings (for a written test). Ex: escribir, vivir

c. memorize the construction of irregular verbs in this unit in all forms (for a written test).
Ex: saber, ver, hacer

ADVANCED

9. Free Response: Write the answer to the Free Response questions in Spanish in complete sentences for the following: #15 page 115;
#18 page 117;
#20 page 119;
#26 page 122.

10. Write ten new and original sentences from selected words given to you by Mrs. Fishman. This activity will parallel the model sentences on page 125 #1, multiple item substitution.
Ex: tú/ ir/ con ....¿Tú vas conmigo al cine?

11. Recombination material: Translate the narrative dialogs from Spanish to English. Then, answer the questions for the dialogs in complete sentences, pages 126, 127. The answers to the questions will be answered in Spanish.

12. Create a new and original dialog of at least five or six lines using the vocabulary contained in this unit.

13. Write a letter to a friend in Spanish. Include in this letter the following items: page 127.

inside address (your own)
salutation
thank the person for writing to you
ask the person how old they are
tell him/her how old you are
ask them to tell you what he/she looks like
ask how many brothers and sisters they have
tell them about your parents in appearance
tell them what sports you like to play
close the letter with a farewell
signature

14. Draw a road map of your area, the streets that are nearby, where your house is on the street, show where your house/apt. is in relation to the school. Use the Spanish names for street (calle, avenida). This is not to be done on regular notebook paper that is lined.

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SPANISH I - GRADE 9

UNIT VIII - "A LA HORA DE ALMUERZO"

Goals

1. To use Spanish language of standard, contemporary speech, that is culturally authentic and depicts a situation through dialogues.

2. To write Spanish correctly using the correct structure forms for comprehension of written material.

3. To use correctly the verb forms introduced in this unit orally and in written assessment measures.

4. To use correctly demonstrative adjectives orally and in written assessment measures.

OBJECTIVES

The student will be able to:

BASIC

1. memorize and orally recite the dialog without hesitation, with good intonation, pronunciation so as to be understood by a native speaker. The complete dialog - page 131 of textbook.

2. Answer questions based on the dialogue to demonstrate comprehension. P. 133-134, #1, #3.

3. Write and spell correctly and accurately the dialogue from dictation in a recombination form.

4. Write correctly the vocabulary for foods that are contained in the supplement on page 132. This will either be a visual clue or a written clue or both.

5. Write the correct time on a test when given a written cue or a visual clue. p. 132
   Ex: 10:15 Answer: Son Las diez y cuarto

6. Write the verbs correctly when given a test on the following:
   desayunar, cenar, tomar, almorear, qurer, entender, preferir, sentir
   (This verb test will be to fill in the verb form with the correct peron-number, change from singular to plural and to write out sentences changing from English to Spanish; pages 135, 136, 137)

7. Write correctly the verbs when given a test on the following with stem irregularities:
   conocer, salir, poner, traer, oír, tener, venir
(The test will be evaluated as in #6; pages 143, 144, 145, 146, 147, 148 of the textbook).

8. The student will be tested with a listening test of the verbs in #6 and #7 with the use of the audio-lingual head sets which will be a listening test of the multiple test items.

9. Distinguish between the Spanish words "allí" and "hay" on a written test. p. 137, 138.
   allí están mis libros.
   Hay libros en la clase.

10. Write correctly the demonstrative adjectives in agreement with the noun, masculine and feminine genders, singular and plural forms. pp. 139-140.
    Ex. este chico, esta chica
    estos chicos, estas chicas

11. Neuter demonstratives will be written on a test to demonstrate their use when the noun is not present or depending on the situation expressed. pp. 141, 142.
    Ex: ¿Qué es esto? ¿Qué es eso?
    Esto es un libro.

ADVANCED

12. Write a paragraph about the meal times in your house. This will include:
    a. What time you eat breakfast.
    b. What foods you eat for breakfast.
    c. What time you eat lunch.
    d. Where you eat lunch and what you eat for lunch.
    e. What time you eat dinner and what foods you eat for dinner.

13. Make a restaurant menu on colored paper. List the foods for each of the three basic meals. Use colored pictures for the cover of the menu. Label the cover with the name of your restaurant. Give prices for the foods. (Be original and imaginative.)

14. Answer the questions in Spanish for the Recombination material on pp. 150-151, Dialogs I, II. Use complete sentences.

15. Write the answers to the Free Responses in complete sentences. #10, page 137, #23 page 143, #30 page 146.

16. Write a summary of the narrative "Lunes: día feo". This should be a paragraph about 10 sentences. page 151, 152, 153.
Answer in Spanish the questions pertaining to this narrative. There are 21 questions.

17. Take a listening test to determine comprehension of Spanish by giving the correct response to a monolog. You will be given two possible answers and only one will be the correct response.

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SPANISH I - GRADE 9

UNIT IX - "UNAS VACACIONES EN PERU"

Goals

1. To use Spanish language of standard, contemporary speech, that is culturally authentic and depicts a situation through dialogs.

2. To write Spanish correctly using the correct structure forms for comprehension of written material.

3. To use the verbs in this unit that are "ar" verbs as well as "e" class and "i" class with stem alterations.

4. To use correctly the "ir+a+infinitive" construction when referring to an event that will take place in the future.

5. To use the grammatical concept of the indirect object pronoun.

OBJECTIVES

The student will be able to:

BASIC

1. orally recite the dialogue without hesitation, with good intonation, pronunciation so as to be understood by a native speaker. This will be the complete dialouge, on page 155.

2. answer questions based on the dialogue both orally and written. page 157 #1, #2 page 158.

3. memorize the vocabulary and dialogue on a written test which will include all the supplementary words on pages 155, 156, 157.
   For example: the months of the year, the date, the weather, modes of transportation and the numbers from one to 200.

4. write the verbs on a written test that are presented in this unit. The verbs will be: contar, dormir, llover, parecer, preguntar, poder trabajar, viajar, volver. page 159, 160.

5. correctly write on a written test the future construction of "ir+a+infinitive." This will be a test with fill in the blank, translate from English to Spanish, and the writing of a paragraph changing the verbs from the present tense to the "ir _ a + infinitive." pages 161, 162. Example: estudio manana - voy a estudiar manana

6. write correctly on a written test, the indirect object pronoun in a sentence by placing the indirect object pronoun before the verb. pages 162, 163, 164, 165, 166, 167, 168, 169.
   Ex: Le escribo una carta. I'm writing a letter to him.

7. write sentences on a multiple item substitution test and correctly supply the necessary items to make a complete and grammatical sentence when given selected items.

Ex: escribir/carta/ mis tíos.
Les escribo una carta a mis tíos.
This will be modeled after the multiple items on page 170 .

ADVANCED

8. translate into English the narrative - "Jeem, Beel, y Beector." Find out the cognate words and list them separately. Write their meanings. Then, answer the questions to the narrative in Spanish. Do only the 1st half. page 173, page 174.

9. write in complete Spanish sentences the Free Responses in the unit.
#8 - pages 160, 161.
#11 - page 162
#19 - page 166
#28 - page 169

10. make a map of a Spanish speaking country in Central America, South America, or Spain. Explain in Spanish the following:
1. How you will get there? (by boat, by train, by plane etc.)
2. What cities you will visit?
3. What is the climate like in that country?
4. What are the principal products there?

11. write a paragraph as though you were a fortune teller and you are telling the fortune of a young man or woman - perhaps a friend. Predict the future using the "ir + a + infinitive" construction.
Example: Usted va a viajar en barco a Peru a mediados de julio. Viaja con un amigo muy guapo - (una amigo muy guapa.) Ustedes van a tener un buen tiempo. Despues, ustedes van a .....
Use a dictionary, if necessary, when you need additional words.

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SPANISH I - GRADE 9

UNIT X - "MAL SERVICIO TELEFONICO"

Goals

1. To use Spanish language of standard, contemporary speech that is culturally authentic and depicts a situation through dialogs.

2. To write the Spanish language correctly using the correct structure forms for comprehension of written material.

3. To master the use of the verbs in this unit and to use them correctly in speech and reading mastery.

4. To use the present prefect tense correctly using the present tense of the verb "haber" and the past participle form of the verb.

5. To use the verb "acabar with "de" and the infinitive form of the verb to signify "has just".

6. To use correctly past participles as adjectives to show number and gender agreement with the noun it modifies.

7. To differentiate between the verb "saber" and "conocer" and their meanings.

8. To identify the use of limiting adjectives and their use in Spanish position in word order.

OBJECTIVES

The student will be able to:

BASIC

1. orally recite the dialogue without hesitation, with good intonation and pronunciation so as to be understood by a native speaker. This will be the complete dialogue on page 177.

2. answer questions based on the dialogue both orally and written #1 page 179, #3 page 180.

3. memorize the vocabulary and the dialogue on a written test and the supplementary vocabulary on page 177 and 178 of the textbook. This contains such words for example - ordinal number, ocupations.

4. write correctly the verbs in this unit on a test of fill in the blank and (1) supply the correct form of the verb, (2) write the verb meaning from Spanish to English, and (3) answer questions in Spanish using the verbs correctly. These verbs are listed on page 179 in the blue box.

   Ex: (1) María __canta__ muy bien. (cantar)
   (2) mojar - wet
   (3) ¿Sabe usted cantar? - Sí, yo sé cantar.

5. write correctly the present perfect tense on a test of the fill in blank type as well as a form of changing the verb from the present tense to the present perfect. This tense uses the verb "haber" in the present tense with the past participle of the verb - hablar - hablado comer - comido, recibir - recibido. pp. 181, 182, 183, p. 184.
   Example: (yo) he recibido las cartas. (tu) Has recibido las cartas.
   Example: Nunca comes en ese restaurante. - Nunca has comido en ese restaurante.

6. write correctly on a test the verb "acabar de" (have just) plus the infinitive and be able to write the verb form from English to Spanish. p. 184.
   Example: ¿Está Juan en casa? Acaba de salir.
   Example: ¿Has almorzado? Acabas de almorzar
   Example: ¿Han salido? Acaban de salir.
   Example: I have just left. Acabo de salir.

7. write the verbs in the unit in the past particple form to show <u>adjective agreement</u> with the <u>noun</u> in the singular or plural, masculine or feminine pp. 185, 186.
   Example: ¿Han cerrado la peluquería? La peluquería está cerrada
   ¿Han cerrado el mercado? El mercado está cerrado.
   ¿Han asustado las secretarias. Las secretarías están a austadas.
   (This test will be the fill-in-the-blank type.)

8. differeniate between the verbs "saber" and "conocer" on a written test which will be of the fill-in-the-blank type.
   Example: Yo <u>sé</u> donde está Peru.
   Tú <u>conoces</u> a María.

9. write sentences using limiting adjectives and place these adjectives in their correct position in a written test. The adjectives will be provided and the student will arrange them in correct sentence order.
   Ex: restaurantes/ algunos/ buenos/ Washington
   Hay algunos restaurantes buenos en Washington

<u>ADVANCED</u>

10. translate the Recombination Dialogue III to English, page 193. On page 193 and 194 there are fourteen questions concerning this dialogue, write the answers to this dialogue in Spanish.

11. write a paragraph in Spanish about the use of the telephone in your house, after reading the narrative, "El teléfono" on page 194. Your paragraph should include:
    a. Do you use the telephone very much?
    b. Where is the telephone located in your house? If more than one, tell where.
    c. What person in your family uses the telephone a great deal? Do they have "telefonitis"?
    d. Does your father use the telephone very much, or is it monopolized by the rest of the family?
    e. Could you live without a telephone, or is it a necessary part of your life?

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

NINTH GRADE ART

OBJECTIVES

By the end of the Grade 9 Fundamentals of Art course, most students should be able to:

1. demonstrate an appreciation of art by producing art works or by reading on the subject voluntarily.

2. relate to an artist as an individual, having read short biographical statements.

3. formulate reasons for stating that selected works of art have aesthetic merit.

4. recognize and name additional compositional elements in several art forms.

5. identify several current art styles.

6. compare the themes of two or more specific works of art.

7. name several past art styles.

8. judge a work of art on the basis of how well it creates a vivid and intense impression.

9. judge a utilitarian object, an advertisement, or a building on the basis of how well it functions or fits a context.

10. select the most accurate statement about the functions of particular works of art.

11. select a work of art that was produced during the same period as certain pieces of literature, poetry, or music.

12. identify additional works of art characteristic of major styles, cultures, or historical periods.

13. describe several functions of the art museum.

14. select works in which similar media or forming processes were used.

15. produce works of art in drawing, painting, graphics, or sculpture that relate personal experiences or ideas and include:
    a. representational or abstract symbols.
    b. a prescribed color harmony.
    c. expressive line.
    d. positive and negative form.

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ADVANCED BAND/ORCHESTRA - GRADE 9

OBJECTIVES

A. The student will be able to demonstrate, when using his instrument, the following playing skills:

*1. producing correct articulation and rhythmic patterns when playing selected musical compositions.
2. holding the instrument correctly.
3. assuming correct playing position.
*4. using correct fingering.
5. controlling tone quality of his instrument.
*6. producing correct intonation.
7. playing his instrument in tune.
8. using a wide range of dynamics.
9. performing musical selection through sight reading.

B. During group playing, the student will be able to perform a musical selection through executing (following) the band director's instructions and/or signals for:

1. meter
2. pitch
3. dynamics (loudness, softness)
4. Key signature
5. phrasing and balance
6. composer's style

* The asterisk indicates basic objectives.

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JUNIOR HIGH CHORUS

OBJECTIVES

1. While participating in the chorus activities, the student will demonstrate the following choral techniques:

   a. using correct intonation.
   b. correctly blending his voice (singing his part correctly).
   c. listening to himself in order to sing on correct pitch.
   d. listening to those around him in order to maintain pitch, balance and harmony.
   e. recognizing (responding to) key changes.
   f. sight reading simple compositions.
   g. holding a specified part when singing a composition.

2. During chorus activities, the student will display a sense of responsibility in his group relationships by:

   a. doing his part in the choral group effort.
   b. being quiet while others are receiving instruction on their parts.
   c. having his music in class daily.
   d. participating in scheduled public performance.

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NINTH GRADE HOME ARTS

CHILD DEVELOPMENT

OBJECTIVES

The student will be able to:

1. list physical, emotional and social needs of the threes and fours and can identify typical characteristics of their intellectual development.

2. identify some factors that affect children's growth and development.

3. provide play activities that contribute to a three or four year old's development.

4. provide safe care for preschool children.

5. organize and direct children's group activities.

6. apply cognitive learnings from the unit to a play school situation.

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NINTH GRADE HOME ARTS

CLOTHING

OBJECTIVES

The student will be able to:

1. Review the "Basic Health Rules and Hints For Good Grooming" for personal improvement.

2. Review line, design, and use of color in wardrobe planning.

3. Review sewing terms and procedures to insure good work habits during the sewing project.

4. Review the parts of the sewing machine and be able to thread and use the machine in a safe and acceptable manner.

5. Select a pattern with set-in sleeves and attached collar in the student's size to be made in class.

6. Select a woven fabric to make a dress or blouse, using learnings and discussions from the beginning of the unit to make a good fabric selection. (The selection should consider color that compliments the wearer, a fabric weave that is appropriate for the pattern that has been or will be selected, and the fabric should have no nap or directional print that has to be matched).

7. Follow the pattern guide sheet and construct a garment that can be worn with satisfaction and pride.

8. Pin fit the pattern before cutting the fabric and make the necessary alterations to the pattern.

9. Fit the garment before the permanent stitching is put in to insure a good fit. (All necessary alterations will be made before stitching.)

10. Wear the garment to class on the final day for appraisal.

11. Turn in the garment to the teacher - completed and with the student grade sheet accompanying the garment - on the date specified on the calendar.

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NINTH GRADE HOME ARTS

CONSUMER EDUCATION

OBJECTIVES

The student will be able to:

1. Review previous learnings (abbreviations, equivalents, measuring, safety, use of the range, and dish washing) in preparation for laboratory work.

2. Explain how to spend the food budget wisely.

3. Cite the amounts of food needed per family shopping unit, considering age, sex, and occupation of family members.

4. Describe how to buy food according to the planned use in food preparation.

5. Evaluate pre-prepared foods and compare money costs, time, energy expended with home prepared foods.

6. Study stores as to prices asked, service offered shopper, quality of merchandise, and conveniences for the shopper.

7. Discuss and explain seasonal buying, quantity buying, and home storage.

8. Investigate local consumer protection agencies, and federal agencies (F.D.A.)

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NINTH GRADE HOME ARTS

PARTY FOODS AND DEMONSTRATIONS

OBJECTIVES

The student will be able to:

1. Research a topic for a foods demonstration.
2. Demonstrate to the class the preparation of a certain food that is appropriate to serve at a party.
3. Select the recipes for the food to be demonstrated and served, considering the season, age of the guest, personal taste, and time available.
4. Develop poise and self-assurance before a group of peers.
5. Develop ability to plan and work with a group -- taking full share of responsibility.
6. Submit to teacher "Preparation Sheet" completed four (4) days before the date of the demonstration.
7. Aid in the evaluation of a demonstration with objectivity and honesty.
8. Share with the audience either samples, recipes, or both.
9. Clean up work areas and return all utensils to the proper storage places before the end of the class period.

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BOYS' HOME ARTS

QUICK NUTRITIOUS MEALS

(Breakfast, Simple Brunches, Convenience Foods)

OBJECTIVES

The student will be able to:

1. Identify the basic four food groups and apply this knowledge to individual nutrition.
2. Choose and use simple kitchen equipment safely and efficiently in basic cooking techniques of food preparation.
3. Apply principles of management to planning, preparing, serving and clean-up in simple meals.
4. Read and correctly follow a recipe using accurate measuring and mixing techniques.
5. Arrange food and table settings neatly.
6. Serve and eat courteously.

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NINTH GRADE INDUSTRIAL ARTS

UNIT I - DRAWING AND PROJECT PLANNING

OBJECTIVES

The student will be able to:

*1. Use correctly the following drawing tools: drawing pencil, 45° triangle, 30° - 60° triangle, T square, drawing board, drawing tape, eraser, and compass.

*2. Draw correctly the required orthographic drawings and pictorial drawings, as assigned by instructor.

*3. Dimension correctly each of the above required drawings.

*4. Complete the required letter plates.

*5. Make a working drawing of a project to be constructed.

*6. Test procedures to be followed in the construction of above project.

*7. Prepare a bill of materials for project selected.

*8. Read working drawings, as assigned by instructor.

ADDITIONAL OBJECTIVES

Objectives which the student wishes to set up for himself during this unit:

9.
10.
11.
12.

* = Basic Objectives

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NINTH GRADE INDUSTRIAL ARTS

UNIT II - WOODWORKING

OBJECTIVES

The student will be able to:

*1. Make a plan to be followed in the construction of a project and build it.

*2. Use and identify common layout tools.

*3. Use and identify saws and planes.

*4. Pass a safety test on the following machines: Scroll Saw, Band Saw, Table Saw, Drill Press, Wood Lathe, Belt Sander, Jointer, and Tool Grinder.

*5. Use and identify common hand woodworking tools.

*6. Use and identify glues and clamping devices.

*7. Use nails, screws, and fasteners.

*8. Utilize clamping operations in the construction of a project.

*9. Use and recognize finishes and finishing procedures.

10. Use and describe various types of man-made and natural woods.

11. Describe in writing (2 page report) various occupations of the woodworking industry.

12. Describe in writing (2 page report) various industrial finishing procedures.

13. Perform various lathe operations: spindle turning and face plate turning.

14. Describe in writing (2 page report) modern lumbering techniques.

15. Identify and make woodworking joints in construction of project.

* = Basic Objectives

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NINTH GRADE INDUSTRIAL ARTS

UNIT III - MODERN INDUSTRY

OBJECTIVES

The student will be able to:

*1. Make a list of twenty basic industries.

*2. Identify in writing the elements common to all industries.

*3. From the list of industries the class will select an industry to be studied.

*4. Each member of the class will assume a management role related to the industry.

*5. Work as a committee member to identify processes, products, and problems of the industry.

*6. Design part of the display or project.

*7. Prepare a bill of materials for part of the display or project to be constructed.

*8. Assemble the component parts of the display or project.

ADDITIONAL OBJECTIVES

9. Collect data and information on industrial processes and personnel organization.

10. Make an oral presentation to the class describing a process, product, etc.

* = Basic Objectives

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NINTH GRADE INDUSTRIAL ARTS

UNIT IV - GENERAL METALS

INSTRUCTIONAL OBJECTIVES

The student will be able to:

*1. Make a plan to be followed in the construction of a sheet metal project.

*2. Use and identify common layout tools.

*3. Use and identify hand cutting tools.

*4. Pass a written safety test on the following machines; box pan brake, sheet metal shear, spot welder, and metal bender.

*5. Sweat a soldering joint.

*6. Perform punching, drilling and riveting operations.

*7. Shape flat iron in the construction of a project using the metal bender.

*8. Apply a metal finish on the selected project.

*9. Take an active part in the "Industrial Arts Clean-Up Program" as a worker or supervisor.

ADDITIONAL OBJECTIVES (projects)

10.

11.

12.

* = Basic Objectives

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NINTH GRADE GIRLS-INDUSTRIAL ARTS

UNIT I - WOODWORKING

OBJECTIVES

The student will be able to:

*1. Identify and properly use common hand woodworking tools.

*2. Pass a written safety test on the following machines: scroll saw, drill press, wood lathe, and sander.

*3. Make a working drawing of a project to be constructed.

*4. Prepare a bill of materials for the selected project.

*5. List the procedures to be followed in construction of the project.

*6. Construct the project. (Project will be evaluated on neatness, accuracy, appearance, workmanship and finish.)

*7. Properly use finishing materials such as, shellac, varnish, and paint in finishing the project.

*8. Take an active part in the "Shop Clean-Up Program" as a worker or supervisor.

9. Describe in writing (one page report) the historical importance of the wood working industry.

10. Identify and describe in writing the various types of natural and man-made woods.

11. Describe in writing various finishing processes.

Objectives which the student wishes to set up for herself during this unit:

A.

B.

C.

* = Basic Objectives

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PHYSICAL EDUCATION NINTH GRADE UNITS

BOYS

1 softball +
2 soccer +
3 football +
4 speedaway
5 basketball +
6 gymnastics +
7 wrestling +
8 conditioning +
9 archery
10 golf
11 badminton
12 tennis
13 volleyball

GIRLS

1 field hockey
2 basketball
3 flag football +
4 volleyball
5 human movement, physical fitness, & diet
6 gymnastics
7 dance +
8 conditioning +
9 archery
10 golf
11 badminton
12 tennis
13 softball

+ The objectives for these units will be handed out at a later time.

* Objectives with an asterisk are basic objectives. All others are advanced.

COLONEL E. BROOKE LEE JUNIOR HIGH
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PHYSICAL EDUCATION NINTH GRADE

UNIT 4 - SPEED-A-WAY (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all class activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student dribbles the ball with control most of the time.
4. The student dribbles the ball with control all of the time, being able to dodge opponents and maneuver in spaces.
*5. The student kicks the ball from a run.
6. The student passes the ball from a run to a teammate or open space.
*7. In a non-game situation, the student converts a ground ball to an aerial ball by most of the methods taught in class.
8. The student occasionally converts a ground ball to an aerial ball in a game.
9. The student punts the ball effectively.
10. The student drop kicks the ball from within the penalty area, over the cross bar and between the goal posts.
*11. The student demonstrates knowledge of basic strategy and rules during a game.

Basic = 5 Advanced = 6

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Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

NINTH GRADE ARCHERY (BOYS)

UNIT 9

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student follows all safety procedures established in class.

*4. The student shoots an arrow using reasonable form (3 fingered draw, sideways stance, bow arm straight, elbow in anchor point, cock feather and arrow placed correctly on bow, some attempt at aiming, and a release) and averages 3 points per arrow.

5. The student shoots an arrow using good form (3 fingered drawn sideways stance, bow arm straight, elbow of draw arm held horizontal, anchor point with string touching nose and lips or a comparable anchor point, cock feather and arrow placed correctly on bow, arrow remaining flush to bow throughout draw, aim, and release made by merely opening the fingers) and averages 3 points per arrow.

6. The student shoots an arrow with good form and hits the target with an average score of 5 per arrow.

Basic = 3 Advanced = 3

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

NINTH GRADE BASKET BALL (GIRLS)

UNIT 2

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

In game play the student:

*3. Most of the time controls the ball while dribbling and chooses to dribble at the appropriate time.

4. Most of the time controls the ball while dribbling, chooses to dribble at the appropriate moment, changes hands and is able to maneuver around opponents.

*5. Executes at least two different passes with force and accuracy.

6. Executes a variety of passes with force and accuracy.

*7. Shoots using good form with some success approximately half the time and chooses the appropriate time to shoot.

8. Shoots using good form, choosing to shoot at the appropriate time, and is successful most of the time.

9. Shoots using a jump shot or good form on a one hand shot, shoots at the proper time, and is successful most of the time.

*10. Demonstrates knowledge of player-player and zone defense by 1) player-player staying with her opponent and between her opponent and the basket 2) zone-playing in her area, moving with the ball.

*11. Plays offensively most of the time by passing the ball around to teammates, finding the free player, cutting and driving into free spaces.

12. Plays offensively by moving and passing the ball to teammates, driving and cutting into free spaces, and occasionally faking and performing a lay up.

*13. Demonstrates knowledge of officiating by refereeing games and using the proper signals, blowing the whistle forcefully and calling out the instructions, and taking charge of the game.

14. Demonstrates knowledge of officiating by refereeing games and using the proper signals, blowing the whistle forcefully, calling out the instructions, distinguishing between the different violations and fouls, and taking charge of the game.

Basic = 7 Advanced = 7

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Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

NINTH GRADE BADMINTON (BOYS)

UNIT 11

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs the underhand serve with good form and some force, getting the bird over the net about half the time.

4. The student performs the underhand serve with good form, force, and direction, varying between a short and a long high serve.

*5. The student performs the various strokes (overhand, backhand, underhand, sidearm) with good form, some force and direction, and gets the bird over the net most of the time.

6. The student performs the various strokes with good form, force, and direction, getting the bird over the net and into the court most of the time. In addition, the student performs the smash often in a game.

*7. The student often attempts to place the bird so as to make the opponent miss.

8. The student employs deliberate strategy by using a variety of techniques and strokes (drop shots, cross court shots, lobs, etc.), placing them to make the opponent miss.

*9. In a game situation, the student demonstrates knowledge of the rules by scoring, knowing what is legal or not, rotating for the serve, etc.

Basic = 5 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 10 - BEGINNING GOLF (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities , and is prepared for class all of the time.

*3. The student demonstrates good form on at least 3 of the following components using a wood or an iron: (1) grip, (2) stance, (3) backswing, (4) downswing, (5) follow through, (6) contact with the ball.

4. The student demonstrates good form on at least 5 of the above components using a wood or an iron.

*5. The student achieves at least a 5 above par for an average score on the school course.

6. The student achieves at least a 1 above par for an average score on the school course.

*7. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 70% accuracy.

8. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 90% accuracy.

Basics = 4 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 13 - NINTH GRADE VOLLEYBALL (BOYS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs the dig or the volley, being successful most of the time.

4. The student performs the volley with good form, accuracy, and power.

5. The student performs the dig with good form and accuracy.

*6. The student performs the underhand serve with power and a definite choice of direction (to a weak player or to the back corners) being successful most of the time.

7. The student performs the overhand serve with some success and power.

*8. The student uses good strategy when playing by moving with the ball, sending the ball to another player when not in a position to get the ball over the net, anticipating where the ball will go, and occasionally setting the ball up to a teammate.

9. The student, when appropriate, consistently sets the ball up for a teammate.

10. The student can spike and/or block some of the time.

*11. The student applies knowledge of volleyball rules and techniques to written game situations with 70% accuracy.

12. The student applies knowledge of volleyball rules and techniques to written game situations with 90% accuracy.

Basic = 5 Advanced = 7

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT I - NINTH GRADE FIELD HOCKEY (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student applies knowledge of field hockey rules, strategies, and skill techniques to written game situations with 70% accuracy.

4. The student applies knowledge of field hockey rules, strategies, and skill techniques to written game situations with 85% accuracy.

*5. In a game situation, the student controls the ball with approximately 50% success. Controlling the ball includes such skills as receiving and collecting the ball from others, stopping the ball, passing the ball purposefully rather than just hitting it, etc.

6. In a game situation, the student can control the ball most of the time.

*7. In a game situation, the student demonstrates some knowledge of playing her position, and staying in her area.

8. In a game situation, the student demonstrates knowledge of playing her position and staying in her area, yet knowing when to switch and cover, and coordinates her efforts with teammates.

9. In a game situation, the student shows definite efforts in using different strategies (swinging the ball from one side to another, passing to spaces or free players, timing her tackles, etc.)

Basic = 4 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 5 - HUMAN MOVEMENT PHYSICAL FITNESS AND DIET (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3 The student completes a project dealing with some part of this unit, with the project showing evidence of work, planning, and a compilation of information from several sources.

4. The student completes a project dealing with some part of this unit, with the project showing evidence of considerable work, planning, originality, and a compilation of information from many sources.

*5. The student composes an exercise routine for herself to meet her needs, including one exercise from each aspect of physical fitness.

*6. The student analyzes exercises, describing correctly at least 60% of the time what muscles are involved, what bones are being moved, the joint motion, the type of exercise (flexibility, strength, isotonic, etc.), and the benefits (if any) of the exercises.

7. The student analyzes exercises, describing correctly at least 80% of the time what muscles are involved, what bones are being moved, the joint motion, the type of exercise, and the benefits (if any) of the exercises.

*8. The student defines specific muscle and joint injuries.

9. The student cites proper first aid and causes of the specific muscle and joint injuries.

*10. The student describes the dangers of being overweight, the best diet and exercise for losing weight, and the different body types and their effect on appearance.

11. The student analyzes the different diets for their faults and fallacies and places the role of exercise in its proper perspective in dieting.

Basic = 6 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 9 - NINTH GRADE ARCHERY (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student follows all safety procedures established in class.
*4. The student shoots an arrow using reasonable form (3 fingered draw, sideways stance, bow arm st[illegible]ght, elbow in anchor point, cock feather and arrow placed correctly on bow, some attempt at aiming, and a release) and averages 3 points per arrow.
5. The student shoots an arrow using good form (3 fingered drawn sideways stance, bow arm straight, elbow of draw arm held horizontal, anchor point with string touching nose and lips or a comparable anchor point, cock feather and arrow placed correctly on bow, arrow remaining flush to bow throughout draw, aim, and release made by merely opening the fingers) and averages 3 points per arrow.

6. The student shoots an arrow with good form and hits the target with an average score of 5 per arrow.

Basic = 3 Advanced = 3

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 10 - BEGINNING GOLF (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.
2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.
*3. The student demonstrates good form on at least 3 of the following components using a wood or an iron: (1) grip, (2) stance, (3) backswing, (4) downswing, (5) follow through, (6) contact with the ball.
4. The student demonstrates good form on at least 5 of the above components using a wood or an iron.
*5. The student achieves at least a 5 above par for an average score on the school course.
6. The student achieves at least a 1 above par for an average score on the school course.
*7. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 70% accuracy.
8. The student applies knowledge of golf rules, etiquette, and terminology to written game situations with 90% accuracy.

Basics = 4 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 6 - NINTH GRADE. GYMNASTICS (GIRLS)

Note:

Each student will be given a brief pre-test to determine what skill level she is on for each event. Evaluation will then be based on her progress at that level.

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

3. The student overwhelmingly gives of her spare time to assist others.

Beginner Level

*1. In tumbling, the student performs at least 2 new skills with good form.
2. In tumbling, the student performs at least 4 new skills with good form.
*3. In trampolining, the student performs at least 4 new skills with good form.
4. In trampolining, the student performs at least 6 new skills with good form.
*5. In vaulting, the student performs at least 3 new skills with good form.
6. In vaulting, the student performs at least 5 new skills with good form.
*7. On the unevens, the student performs the 1st routine (given in class) with some form and spotting.
8. On the unevens, the student performs the 1st routine with good form and a minimum of spotting.
*9. On the beam, the student performs the 1st routine with some form and spotting.
10. On the beam, the student performs the 1st routine with good form and a minimum of spotting.

Intermediate Level

*1. In tumbling, the student performs at least 1 new skill with good form.
2. In tumbling, the student performs at least 2 new skills with good form.
*3. In trampolining, the student performs at least 3 new skills with good form.
4. In trampolining, the student performs at least 4 new skills with good form.

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 6 - NINTH GRADE GYMNASTICS (GIRLS) CON'T.

*5. In vaulting, the student performs at least 2 new skills with good form.
6. In vaulting, the student performs at least 3 new skills with good form.
*7. On the unevens, the student performs the 2nd routine (given in class) with some form and spotting.
8. On the unevens, the student performs the 2nd routine with good form and a minimum of spotting.
*9. On the beam, the student performs the 2nd routine with some form and spotting.
10. On the beam, the student performs the 2nd routine with good form and a minimum of spotting.

Advanced Level

*1. In tumbling, the student performs at least one new skill with good form and a minimum of spotting.
2. In tumbling, the student performs at least one new skill with good form and no spotting.
*3. In trampolining, the student performs at least 2 new skills with good form.
4. In trampolining, the student performs at least 3 new skills with good form.
*5. In vaulting, the student performs at least one new skill with good form and a minimum of spotting.
6. In vaulting, the student performs at least one new skill with good form and no spotting.
*7. On the unevens, the student performs the 3rd routine (given in class) (a similar routine may be substituted) with some form and spotting.
8. On the unevens, the student performs the 3rd routine (or substitute) with good form and a minimum of spotting.
*9. On the beam, the student performs a routine of greater difficulty than routine 2, composed by self, with some form and spotting.
10. On the beam, the student performs a routine of greater difficulty than routine 2, composed by self, with good form and a minimum of spotting and with the routine demonstrating some originality in either skills or combinations of known skills.

Basic = 6 Advanced = 7 (in each of the three levels)

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 13 - NINTH GRADE GIRLS SOFTBALL

*1. Student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. Student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. Student catches balls, thrown or hit at moderate speed on the ground or in the air, most of the time.

4. Student catches most all balls - grounders, flies, line drives - coming near her.

*5. Student throws the ball with some force and accuracy.

6. Student throws the ball with force and accuracy.

*7. Student bats using good form and is successful in hitting the ball most of the time.

8. Student bats using good form and is successful in getting on base most of the time.

*9. Student demonstrates, in a game, knowledge of rules and strategy by knowing when to tag the base or the runner, where to throw, what a foul ball is, etc.

Basic = 5 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 11 - NINTH GRADE BADMINTON (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs the underhand serve with good form and some force, getting the bird over the net about half the time.

4. The student performs the underhand serve with good form, force, and direction, varying between a short and a long high serve.

*5. The student performs the various strokes (overhand, backhand, underhand, sidearm) with good form, some force and direction, and gets the bird over the net most of the time.

6. The student performs the various strokes with good form, force, and direction getting the bird over the net and into the court most of the time. In addition, the student performs the smash often in a game.

*7. The student often attempts to place the bird so as to make the opponent miss.

8. The student employs deliberate strategy by using a variety of techniques and strokes (drop shots, cross court shots, lobs, etc.), placing them to make the opponent miss.

*9. In a game situation, the student demonstrates knowledge of the rules by scoring, knowing what is legal or not, rotating for the serve, etc.

Basic = 5 Advanced = 4

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 12-NINTH GRADE TENNIS (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs a tennis serve with good form and directs the ball with some force into the service court with approximately 50% accuracy.

4. The student performs a tennis serve with good form, force, and direction and with most serves landing in the service court.

*5. The student performs a forehand and backhand stroke with good form, some force, and some choice of direction, and gets the ball into the court most of the time.

6. The student performs a forehand and backhand stroke with good form, force, and a definite choice of direction (cross court, drop shot, etc.), and gets the ball into the court most of the time.

7. In a game situation, the student demonstrates,with some success and good form, a volley.

8. The student consistently demonstrates on court knowledge of doubles play and team positioning (where to stand as server, server's partner, receiver, receiver's partner, etc.).

Basic = 3 Advanced = 5

COLONEL E. BROOKE LEE JUNIOR HIGH
Montgomery County Public Schools, Maryland

PHYSICAL EDUCATION NINTH GRADE

UNIT 4 - NINTH GRADE VOLLEYBALL (GIRLS)

OBJECTIVES

*1. The student follows class procedures, participates in all activities, and is prepared for class at least 80% of the time.

2. The student follows class procedures, participates in all activities, and is prepared for class all of the time.

*3. The student performs the dig or the volley, being successful most of the time.

4. The student performs the volley with good form, accuracy, and power.

5. The student performs the dig with good form and accuracy.

*6. The student performs the underhand serve with power and a definite choice of direction (to a weak player or to the back corners) being successful most of the time.

7. The student performs the overhand serve with some success and power.

*8. The student uses good strategy when playing by moving with the ball, sending the ball to another player when not in a position to get the ball over the net, anticipating where the ball will go, and occasionally setting the ball up to a teammate.

9. The student, when appropriate, consistently sets the ball up for a teammate.

10. The student can spike and/or block some of the time.

*11. The student applies knowledge of volleyball rules and techniques to written game situations with 70% accuracy.

12. The student applies knowledge of volleyball rules and techniques to written game situations with 90% accuracy.

Basic = 5 Advanced = 7

APPENDIX A

REPORT TO PARENTS
Colonel E. Brooke Lee Junior High School
Montgomery County Public Schools, Maryland

_____ Semester 19___ - 19 ___
Grade _____

Student _____ A.U. Teacher _____ Section _____
I.D. Number _____ Counselor _____

Subject and Teachers		I Ba / Ad	II Ba / Ad	III Ba / Ad	IV Ba / Ad	V Ba / Ad	VI Ba / Ad	VII Ba / Ad	VIII Ba / Ad	IX Ba / Ad	X Ba / Ad	Attendance 1 / 3	2 / 4	Work-Study Skills 1 / 4	2 / 4
English	T													1	
	✓													2	
														3	
														4	
														5	
														6	
Hist./Geography	T													1	
	✓													2	
														3	
														4	
														5	
														6	
Math	T													1	
	✓													2	
														3	
														4	
														5	
														6	
Science	T													1	
	✓													2	
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														4	
														5	
														6	
Physical Education	T													1	
	✓													2	
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	✓													2	
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														5	
														6	

CODE: Ba = Basic Objective
Ad = Advanced Objectives
T = Total number of objectives in unit or topic
✓ = Number of objectives attained by student
A red line indicates the end of a marking period.
Attendance = Entry indicates number of times student has been absent from class during marking period.

WORK STUDY SKILLS:
1. Bringing Materials to Class
2. Completion of Assignments
3. Working Independently
4. Classroom Participation
5. Respect for Other's Rights
6. Observance of Class Rules

S= Satisfactory
N= Needs Improvement

Prepared by Field Services Division, Dept. of Pupil & Program Appraisal JJG:er May 1973